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JUNE 1935

THE TEACHERS COLLEGE QUARTERLY

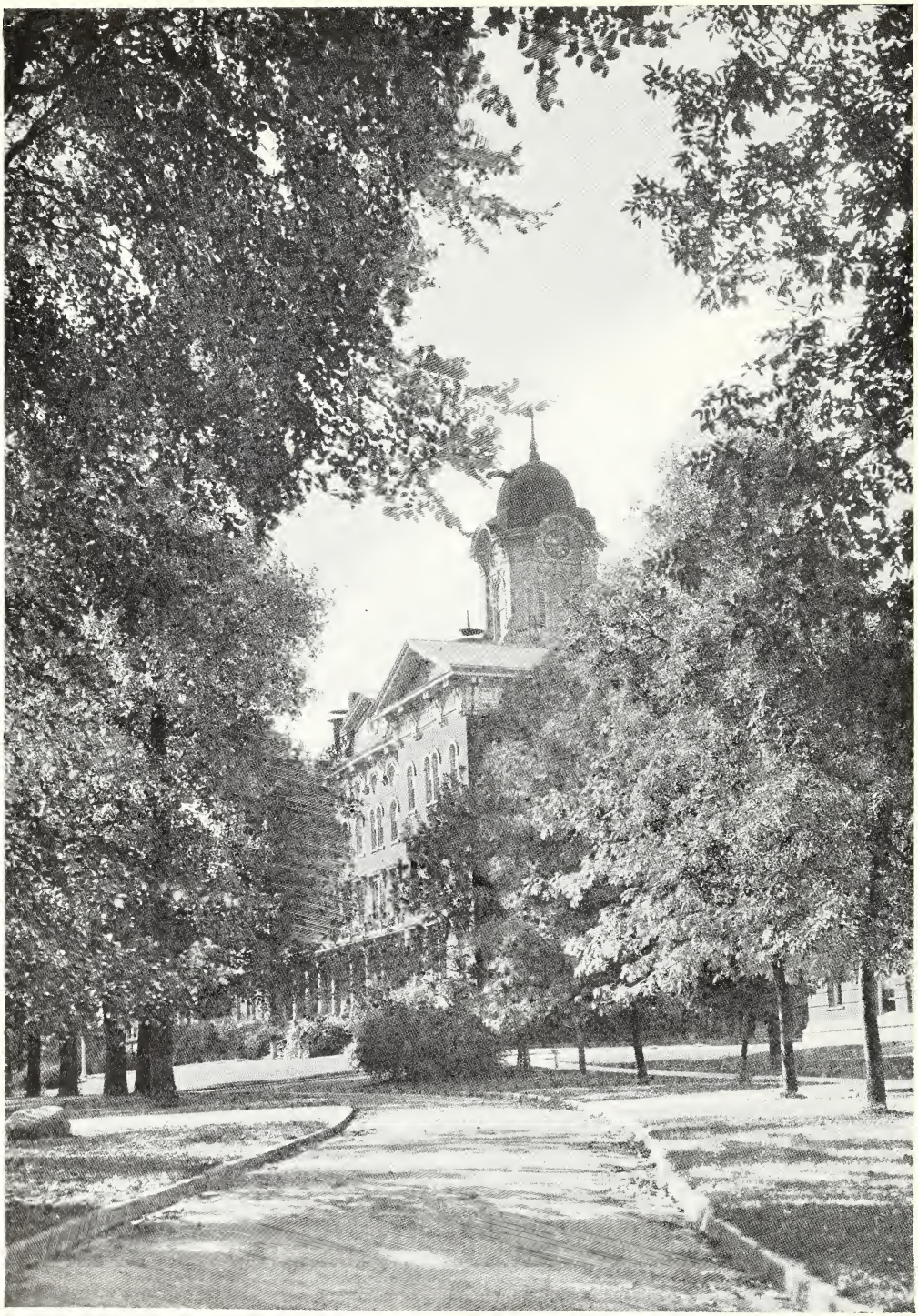
ILLINOIS STATE NORMAL UNIVERSITY

NORMAL, ILLINOIS

A STATE COLLEGE FOR TEACHERS

SEVENTY-SEVENTH ANNUAL CATALOG

WITH ANNOUNCEMENTS FOR 1935-1936



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Series 33 JULY 1, 1935 Number 133

ILLINOIS STATE NORMAL UNIVERSITY

NORMAL, ILLINOIS

A STATE COLLEGE FOR TEACHERS

The Teachers College Quarterly

Seventy-Seventh

ANNUAL CATALOG

With Announcements for 1935-1936

PUBLISHED FOUR TIMES A YEAR
BY THE

ILLINOIS STATE NORMAL UNIVERSITY

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STATE OF ILLINOIS

HENRY HORNER
Governor

DEPARTMENT OF REGISTRATION AND EDUCATION

THE NORMAL SCHOOL BOARD

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Under the provisions of the Civil Administrative Code the Illinois State Normal University is governed by a board consisting of eleven members known as the Normal School Board. The Director of Registration and Education is ex-officio chairman of the Normal School Board and the State Superintendent of Public Instruction is ex-officio its secretary. Nine other members are appointed by the Governor for terms of six years. This board is the governing board for the five state teachers colleges of Illinois.

A STATEMENT OF PURPOSE AND QUALIFICATION

The Illinois State Normal University, founded in 1857 as the ninth state teacher training institution in the United States, is devoted to the task of educating teachers for elementary and secondary schools. While the various academic departments of the University are of such high caliber, in regard to instruction and equipment, as would enable the school to do superior work as a liberal arts college, there is close adherence to the original purpose of the institution as a professional school for the education of teachers.

The Illinois State Normal University is a character-building institution of high ideals. The attitudes, motives, and practices of students and faculty are highly comparable with the most favorable ideals prevailing in the best colleges and universities emphasizing such important characteristics.

The Illinois State Normal University holds a high position among colleges and universities as to the quality of work offered, being an accredited member of the American Association of Teachers Colleges and of the North Central Association of Colleges and Secondary Schools.

UNIVERSITY CALENDAR
1935-1936

First Semester

Monday, September 9—Registration begins.

(Monday, Tuesday, and Wednesday, September 9, 10, and 11, are Freshman Days and every entering Freshman must be present during this period.)

Monday, September 9—Opening of University Elementary School.

Monday, September 9—Registration for University High School.

Wednesday, September 11—Registration for Freshmen who have entered previously and for Sophomores, Juniors and Seniors.

Thursday, September 12—All classwork begins.

Friday and Saturday, October 25 and 26—Annual Homecoming.

Wednesday, November 27—Thanksgiving Vacation begins (noon).

Monday, December 2—Thanksgiving Vacation ends (8:00 A.M.).

Friday, December 20—Christmas Vacation begins (5:00 P.M.).

Monday, January 6—Christmas Vacation ends (8:00 A.M.).

Friday, January 31—First Semester ends.

Second Semester

Monday, February 3—Registration.

Tuesday, February 4—Classwork begins.

Friday, April 3—Easter Vacation begins (5:00 P.M.).

Tuesday, April 14—Easter Vacation ends (8:00 A.M.).

Sunday, June 7—Baccalaureate Exercises.

Tuesday, June 9—Classwork closes.

Thursday, June 11—Alumni Reunion and Luncheon.

Thursday, June 11—University Commencement.

Summer Session

Saturday, June 13—Registration.

Monday, June 15—Classwork begins.

Friday, August 7—Summer term ends.

ADMINISTRATION

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FLORA P. DODGE.....*Secretary to the President*
Alumni Secretary

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Secretary of Bureau of Appointments

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STAFF OF INSTRUCTION

1934-1935

RAYMOND WILBER FAIRCHILD, Ph. D., (1933)* *President of the University*

A. B., A. M., University of Michigan; Ph. D., Northwestern University; University of Illinois; Illinois Wesleyan University; University of Chicago.

HERMAN HENRY SCHROEDER, A. M., (1913) *Dean of the University and Director of the Summer Session*

Ph. B., Cornell College; A. M., University of Chicago; Teachers College, Columbia University.

OLIVE LILLIAN BARTON, A. M., (1906) *Dean of Women*

A. B., University of Illinois; A. M., University of Chicago; Illinois State Normal University.

RALPH HARLAN LINKINS, A. M., (1917) *Dean of Men*

A. B., Illinois College; A M., University of Illinois.

JOHN WESLEY CARRINGTON, A.M., (1933) *Director of Training Schools and Director of Bureau of Appointments*

B. S., A. M., University of Illinois; Illinois State Normal University; University of Chicago.

HOWARD WILLIAM ADAMS, S. M., (1909) *Professor of Chemistry Head of the Department of Physical Science*

B. S., Iowa State College; S. M., University of Chicago; Armour Institute of Technology; University of Illinois.

HARRY FRANKLIN ADMIRE, B. Ed., (1923) *Assistant Professor of Accounting*

B. Ed., Illinois State Normal University; Valparaiso University; University of Illinois.

MABEL CLARE ALLEN, M. A., (1929) *Instructor in Speech*

A. B., Bradley Polytechnic Institute; M. A., Northwestern University; Central School of Speech, London.

MARION CAMPBELL ALLEN, B. A. E., (1927) *Assistant Professor of Art*

B. A. E., Chicago Art Institute; Pratt Institute; Chicago Academy of Fine Arts; University of Chicago; Teachers College, Columbia University.

EDITH IRENE ATKIN, M. A., (1909) *Associate Professor of Mathematics*

A. B., University of Michigan; M. A., Teachers College, Columbia University; Michigan State Normal College; University of Chicago.

THOMAS MORSE BARGER, M. S., (1913) *Assistant Professor of Physics*

A. B., M. S., University of Illinois; Illinois State Normal University.

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*Note. Figures in parenthesis indicate year of first employment in this University. Institutions listed after highest degree are other schools attended at some time

GLADYS L. BARTLE, M. S., (1930) *Instructor in Art*

B. S., M. S., University of Wisconsin; International School of Art.

MARGARET MURRAY BARTO, M. A., (1928)
Assistant Professor of Physical Education, Director of the Division of Health and Physical Education for Women

A. B., University of Illinois; M. A., Teachers College, Columbia University; University of Wisconsin.

ELSIE BERGLAND, B.S., M.S., (1932) *Instructor in Physical Education*

B. S., M. S., University of Wisconsin.

HARRIETT JOSEPHINE BERNINGER, A. M., (1929)
Assistant Professor of English

A. B., A. M., University of Illinois; Indiana State Teachers College; University of Chicago.

WILLIAM ANDREW LAWRENCE BEYER, A. M., (1909)
Professor of Political Science
Head of Social Science Department

A. B., A. M., Ohio State University; University of Chicago; Columbia University; University of Illinois.

ANNA M. BLAKE, M. A., (1915) *Assistant Professor of Biology*

S. B., University of Chicago; M. A., Teachers College, Columbia University; Illinois State Normal University.

BLAINE BOICOURT, B. Mus. Ed., (1926) *Assistant Professor of Music*

B. Mus. Ed., Northwestern University; Cincinnati Conservatory of Music, Southern Illinois State Normal University; Illinois State Normal University; Juilliard School of Music, (New York).

RICHARD GIBBS BROWNE, A. M., (1928) *Assistant Professor of Economics*

A. B., A. M., University of Illinois; Southern Illinois State Normal University; University of Chicago.

DOROTHY GARRETT BRUNK, M. A., (1925) *Assistant Professor of History*

B. Ed., Illinois State Normal University; M. A., Teachers College, Columbia University.

ROSE BURGESS BUEHLER, B. Ed., (1930)
Instructor and Supervising Teacher in the Second Grade

B. Ed., Illinois State Normal University; Wheaton College; University of Chicago.

MARY ELIZABETH BUELL, M. A., (1926)
Assistant Professor of Home Economics

Ph. B., University of Chicago; M. A., Teachers College, Columbia University; Thomas Normal Training School; University of Illinois.

KATHERINE E. CARVER, A.M., (1922) *Assistant Professor of Latin*

A. B., Valparaiso University; A. B., Cornell University; A. M., University of Chicago.

ELMER WARREN CAVINS, (1897) *Assistant Professor of English*

Illinois State Normal University; Illinois Wesleyan University; University of Chicago.

JOSEPH T. COGDAL, A. B., (1927)

Assistant Professor of Physical Education

A. B., James Millikin University; University of Illinois; Northwestern University; Illinois State Normal University.

J. ROSE COLBY, Ph. D., (1892) *Emerita Professor of Literature*

A. B., A. M., Ph. D., University of Michigan.

EDWARD LE ROY COLE, Ed. D., (1931) *Associate Professor of Education*

A. B., A. M., University of Michigan; Ed. D., University of California; Michigan State Normal College.

MARGUERITE REGINA CONNELL, M. A., (1928)

Assistant Professor of Latin and English

B. Ed., Illinois State Normal University; M. A., University of Illinois; University of Chicago; University of Colorado.

MARGARET COOPER, M. A., (1932) *Associate Professor of Education*
Director of Division of Elementary Education

B. A., Carleton College; M. A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.

RACHEL MERRILL COOPER, M. D., (1928) *Director of University Health Service*

M. D., University of Illinois; Women's and Children's Hospital; New York Post Graduate Medical School; Washington University Medical School.

MABEL PERCIE CROMPTON, S. M., (1924) *Assistant Professor of Geography*

B. Ed., Illinois State Normal University; S. M., University of Chicago.

CLARENCE LE ROY CROSS, M. S., (1925) *Associate Professor of Physics*

B. S., State Teachers College, Emporia, Kansas; M. S., University of Iowa; Cornell University.

B. ELIZABETH DEAN, M. S., (1934) *Assistant Professor of Hygiene*

A. B., Ottawa University; M. S., University of Iowa; University of Michigan.

ALTA, JOSEPHINE DAY, M.A., (1928) *Instructor in Shorthand*

B. A., Lawrence College; Gregg College; M. A., Teachers College, Columbia University; Universitv of California.

CHARLES ERNEST DECKER, M. A., (1925)

Associate Professor of Education and Director of Secondary Education

A. B., Aurora College; M. A., University of Wisconsin; Nova Scotia Normal College; New York University.

LORA MARY DEXHEIMER, (1902)

Instructor and Supervising Teacher in the Sixth Grade

Illinois State Normal University; Teachers College, Columbia University; University of Chicago.

C. A. DEYOUNG, Ph. D., (1934) *Professor of Education*
Head of Department of Education

A. B., Hope College; M. A., Teachers College, Columbia University; Ph. D., Northwestern University.

JESSIE MAY DILLON, (1900)
Instructor and Supervising Teacher in the Fourth Grade

Illinois State Normal University; University of Chicago.

THOMAS JAY DOUGLASS, M. S., (1928)
Instructor in Agriculture and Director of High School Athletics

B. S., M. S., University of Illinois.

ALVA W. DRAGOO, M. S., (1919) *Assistant Professor of Industrial Arts*

B. Ed., Illinois State Normal University; M. S., Iowa State College; Eastern Illinois State Teachers College; University of Wisconsin.

CLARA ELIZABETH ELA, (1888) *Emerita Instructor in Art*

Illinois State Normal University; Massachusetts Normal Art School.

MARGERY ALICE ELLIS, A. M., (1927) *Assistant Professor of French*

Ph. B., A. M., University of Chicago; University of Paris; Ecole Normale de Seine et Oise, France; Institut Phonetique, University of Paris.

ROBERT SCOTT ELLWOOD, M. A., (1932)
Instructor and Supervisor of Student Teaching in Social Science

B. S., State Teachers College, Kirksville, Missouri; M. A., University of Alabama; University of Toledo; University of Missouri; Kansas State College, Manhattan, Kansas; St. Stephen's College, Annandale-on-Hudson, New York; Northwestern University; Indiana University.

LURA MARY EYESTONE, B. S., (1901)
Instructor and Supervising Teacher in the Third Grade

B. S., Teachers College, Columbia University; Illinois State Normal University; University of Chicago; Northwestern University.

ELINOR BERTHA FLAGG, M. S., (1925) *Assistant Professor of Mathematics*

B. S., M. S., University of Illinois; Eastern Illinois State Teachers College; Oxford University, England; University of Chicago; University of Colorado.

KENYON SCOTT FLETCHER, B. S., (1929)
Assistant Professor of Industrial Arts
Director of University Band

B. S., Stout Institute; Colorado Agricultural College; University of Minnesota; University of Illinois.

RALPH WALDO FOGLER, M. S., (1927) *Assistant Professor of Chemistry*

B. S., M. S., University of Illinois.

THELMA GLADYS FORCE, M. A., (1932) *Assistant Professor of Education*

B. S., M. A., University of Minnesota; University of Chicago.

JOHN EUGENE FRALEY, B. Ed., (1929) *Assistant Professor of Science*

B. Ed., Illinois State Normal University; University of Michigan; University of Illinois; University of Colorado; Northern Illinois State Teachers College.

BERNICE GERTRUDE FREY, B. A., (1930) *Instructor in Physical Education*

B. A., Ohio Wesleyan University; University of Wisconsin; University of California; Ohio State University.

HAROLD EUGENE FRYE, B. Ed., (1931) *Instructor in Physical Education*

B. Ed., University of Akron; Ohio State University; New York University.

RALPH URBAN GOODING, Ph.D., (1931) *Assistant Professor of Chemistry*

B. S., Ph. D., University of Wisconsin.

EDNA MAE GUEFFROY, A. M., (1929) *Assistant Professor of Geography*

B. Ed., Illinois State Normal University; A. M., Clark University.

LINDER W. HACKER, M. A., (1925)
Associate Professor of Education, Director of the Division of Rural Education

B. Ed., Illinois State Normal University; M. A., State University of Iowa; Teachers College, Columbia University; University of Illinois.

ALMA MARY HAMILTON, M. A., (1915)
Assistant Professor and Supervisor of Student Teaching in English

B. S., Illinois Wesleyan University; B. Ed., Illinois State Normal University; M. A., Teachers College, Columbia University.

CHESTER MALCOLM HAMMERLUND, M. S., (1929)
Assistant Professor of Industrial Arts

B. S., M. S., University of Illinois; Illinois State Normal University.

HOWARD J. HANCOCK, M. S., (1931)
Associate Professor of Physical Education, Director of Athletics

B. S., M. S., University of Wisconsin.

CHARLES ATHIEL HARPER, M. S., (1923) *Associate Professor of History*

B. S., M. S., University of Illinois; Southern Illinois State Normal University.

CHRISTIAN EDWARD HARPSTER, B. Ed., (1928)
Instructor and Principal of the University Elementary School

B. Ed., Illinois State Normal University; State University of Iowa.

ANNIE WEZETTE HAYDEN, M. A., (1922)
Instructor and Supervising Teacher in the First Grade

Ph. B., University of Chicago; M. A., Teachers College, Columbia University; Southern Illinois State Normal University.

STELLA VAN PETTEN HENDERSON, A. M., (1933)
Assistant Professor of Education

B. Ed., Illinois State Normal University; A. M., University of Chicago.

RUTH HENLINE, A. B., B. Ed., (1926) *Instructor in English*
Manager of the Textbook Library

A.B., Illinois Wesleyan University; B. Ed., Illinois State Normal University; Teachers College, Columbia University.

EUGENE LEONARD HILL, M. A., (1929) *Instructor in Physical Education*

B. Ed., Illinois State Normal University; M. A., State University of Iowa.

DOROTHY HINMAN, M. A., (1925) *Assistant Professor of English*

B. A., University of Wisconsin; M. A., Teachers College, Columbia University; Oxford University; University of Illinois.

MANFRED J. HOLMES, B. L., (1897) *Professor of Education*

B. L., Cornell University; State Normal School, Winona, Minnesota; University of Chicago.

CLIFFORD EMORY HORTON, A. M., (1923)
Associate Professor of Physical Education, Director of the Division of Health and Physical Education for Men

B. P. E., Springfield Y. M. C. A. College; A. M., Clark University; University of California; New York University.

CLYDE WHITTAKER HUDELSON, M. S., (1920)
Associate Professor of Agriculture, Director of the Division of Agriculture Education

B. S., M. S., University of Illinois; Western Illinois State Teachers College; Illinois State Normal University; Colorado State Agricultural College.

ESTHER HUME, Ed. M., (1932) *Instructor in Physical Education*

A. B., University of Missouri; Ed. M., Harvard University; Teachers College, Columbia University.

ERMA FRANCES IMBODEN, M. A., (1919)
Assistant Professor and Supervising Teacher

Ph. B., University of Chicago; M. A., Teachers College, Columbia University; Illinois State Normal University.

HOWARD J. IVENS, M. A., (1934) *Instructor and Supervisor of Student Teaching in High School Science and Mathematics*

A. B., Northern Michigan State Teachers College; M. A., University of Michigan.

ALICE J. KING, M. A., (1934) *Instructor in Physical Education*

A. B., Northwestern University; M. A., Teachers College, Columbia University.

JOHN A. KINNEMAN, A. M., (1927) *Associate Professor of Sociology*

A. B., Dickinson College; A. M., University of Pennsylvania; State Normal School, West Chester, Pennsylvania; University of Chicago.

EMMA R. KNUDSON, M. S. in Ed., (1934) *Associate Professor of Music*

B. M., American Conservatory of Music; B. S., in Ed., Drake University; M. S., in Ed., Northwestern University; Jewell College; Bush Conservatory of Music; College of Pudget Sound; Teachers College, Columbia University; University of Chicago.

HAROLD F. KOEPKE, M. A., (1934) *Instructor and Supervisor of Student Teaching in Commerce*

B. Ed., State Teachers College, Whitewater, Wisconsin; M. A., University of Iowa; University of Chicago.

ERNEST M. R. LAMKEY, Ph. D., (1927) *Associate Professor of Botany Head of Department of Biological Science*

A. B., A. M., Ph. D., University of Illinois.

THOMAS JESSE LANCASTER, A. M., (1919)
Associate Professor of Education

B. Ed., Illinois State Normal University; A. M., University of Chicago; University of Illinois.

HARRY OWEN LATHROP, Ph. D., (1933) *Professor of Geography*
Head of the Department of Geography

B. Ed., Illinois State Normal University; S. M., University of Chicago; Ph. D., University of Wisconsin.

MARGARET ELIZABETH LEE, (1907)
Assistant Professor of Kindergarten Education (Emerita)

Training School for Kindergartners; Chicago Normal College; University of Chicago; University of California; Teachers College, Columbia University.

BLANCHE MCAVOY, Ph. D., (1926) *Assistant Professor of Biology*
Supervisor of Student Teaching in Science

B. A., University of Cincinnati; A. M., Ohio State University; Ph. D., University of Chicago.

NEVA MCDAVITT, A. M., (1929) *Instructor in Biological Science*

B. Ed., Illinois State Normal University; A. M., Clark University; Teachers College, Columbia University.

CONSTANTINE FRITHIOF MALMBERG, Ph. D., (1928)
Associate Professor of Psychology

A. B., Bethany College; Ph. D., State University of Iowa; Columbia University; Yale University.

CLIFFORD NEWTON MILLS, A. M., (1925) *Professor of Mathematics*
Head of the Department of Mathematics

B. S., Franklin College; A. M., Indiana University; University of Michigan.

CLIFFORD WALTER MOORE, M. A., (1928)
Assistant Professor of Social Science

B. Ed., Illinois State Normal University; M. A., University of Illinois.

THELMA NELSON, M. A., (1931) *Instructor in English*
Director of Fell Hall, Assistant Dean of Women

B. A., Des Moines University; M. A., Teachers College, Columbia University; University of Illinois; University of Colorado.

ADNAH CLIFTON NEWELL, B. S. in E. E., (1910)
Professor of Industrial Education, Director of the Division of Industrial Education

B. S. in E. E., University of Michigan; Bay View Summer University; Teachers College, Columbia University; Cummings School of Art, Des Moines, Iowa.

ROWENA FOLEY NOE, M. A., (1932)
Instructor and Supervising Teacher in the Kindergarten

A. B., University of Kentucky; M. A., Teachers College, Columbia University; National College of Education.

ALICE ROXANNE OGLE, A. B., (1932) *Instructor and Supervisor of Art*

A. B., Colorado State Teachers College; Teachers College, Columbia University.

GERDA OKERLUND, Ph. D., (1931) *Assistant Professor of English*

A. B., A. M., Ph. D., University of Washington; University of California; University of Michigan; Stanford University; University of Chicago.

CLARENCE ORR, A. M., (1929) *Associate Professor of Social Science*

A. B., A. M., University of Illinois; State University of Iowa; Des Moines University; James Millikin University.

GEORGE MERIT PALMER, A. M., (1924) *Professor of English*
Acting Head of Department of English

A. B., A. M., University of Illinois; Illinois State Normal University.

ROSE ETOILE PARKER, Ph. D., (1931) *Associate Professor of Education*

B. A., University of North Dakota; A. M., University of Chicago; Ph. D., University of Wisconsin.

MARGARET KATHERINE PETERS, M. S., (1930) *Instructor in Typewriting*

B. S., Indiana University; M. S., New York University; University of Chicago.

HARVEY ANDREW PETERSON, Ph. D., (1909) *Professor of Psychology*
Head of Department of Psychology

A. B., University of Chicago; A. M., Harvard University; Ph. D., University of Chicago.

LAURA HAYES PRICER, Ph. M., (1911) *Associate Professor of English*

B. S., Vanderbilt University; Ph. M., University of Chicago.

RALPH W. PRINGLE, M. S., (1913)
Professor of Education, Principal of the University High School

B. S., St. Lawrence University; A. B., Harvard University; M. S., St. Lawrence University.

JESSIE EULALIA RAMBO, M. A., (1923)
Associate Professor of Home Economics, Director of the Division of Home Economics Education

A. B., University of Illinois; M. A., Teachers College, Columbia University; Illinois State Normal University; University of Chicago.

AGNES FRASER RICE, M. A., (1927) *Assistant Professor of Education*

Ph. B., University of Chicago; M. A., Teachers College, Columbia University; State Teachers College, Mankato, Minnesota.

ESTHER A. RICHARD, M. A., (1934) *Assistant Professor of English*

A. B., Albion College; M. A., Teachers College, Columbia University.

JOSEPHINE ROSS, M. A., (1926) *Assistant Professor of Home Economics*

B. S., McMurray College, M. A., Teachers College, Columbia University; University of Colorado; University of Chicago; Oregon State Agricultural College; University of Wisconsin.

PAUL ROYALTY, Ph. D., (1935) *Associate Professor of English*

A. B., Oakland City College, (Indiana); A. M., Indiana University; Ph. D., University of Michigan.

BERTHA MAY ROYCE, A. M., (1925) *Assistant Professor of Biology*

B. A., Wellesley College; A. M., Columbia University; University of Illinois; Oceanographic Laboratories, University of Washington; North Central College.

GRACE REBECCA SHEA, B. S., (1927)
Instructor in Health Education, University Nurse

R. N., Benjamin Bailey Sanitarium; B. S., Nebraska Wesleyan University; Illinois State Normal University; University of Nebraska.

JANET KATHERINE SMITH, A. M., (1931) *Instructor and Supervisor of Art and Speech*

Ph. B., A. M., University of Chicago; Wellesley College; Chicago Academy of Fine Arts.

LEON SHELDON SMITH, A. M., (1925) *Assistant Professor of Physics*

A. B., Albion College; A. M., University of Michigan; University of Paris; University of Iowa.

FRED S. SORRENSON, Ph. D., (1919) *Associate Professor of Speech Director of the Division of Speech Education*

A. B., Mt. Morris College; A. M., Ph. D., University of Michigan; State Teachers College, Mt. Pleasant, Michigan; Columbia College of Expression; Teachers College, Columbia University; Harvard University; University of Chicago.

ETHEL GERTRUDE STEPHENS, M. A., (1919)
Assistant Professor and Supervisor of Student Teaching in History

A. B., University of Illinois; M. A., Teachers College, Columbia University; Illinois State Normal University; University of Chicago.

RUTH STROUD, M. S., (1930)
Instructor and Supervisor of Student Teaching in English

B. S., M. S., University of Illinois; James Millikin University; Southern Illinois State Normal University.

LUCY LUCILE TASHER, Ph. D., (1935) *Assistant Professor of Social Science*

Ph. B., J. D., A. M., Ph. D., University of Chicago; University of Southern California.

MARION ANSEL TAYLOR, Ph. D., (1931) *Instructor in English*

B. A., M. A., Ph. D., State University of Iowa.

FLORENCE EVELYN TEAGER, Ph. D., (1931) *Assistant Professor of English*

B. A., M. A., Ph. D., State University of Iowa; University of Chicago.

CHRISTINE AUGUSTA THOENE, M. A., (1918)
Assistant Professor and Supervising Teacher in the Fifth Grade

A. B., Iowa State Teachers College; M. A., Teachers College, Columbia University.

FLORENCE TILTON, M. A., (1930)
Associate Professor of Art Education, Director of the Division of Art Education

B. A., University of South Dakota; B. A. E., Art Institute of Chicago; M. A., Teachers College, Columbia University.

BERNICE ALVINA TUCKER, A. M., (1932)
Instructor and Supervisor of Home Economics

B. S., University of Nebraska; A. M., University of Chicago; State Teachers College, Kearney, Nebraska.

EDWIN ARTHUR TURNER, M. A., (1908) *Professor of Education*

A. B., Indiana University; M. A., Teachers College, Columbia University; Indiana State Teachers College.

ESTHER VINSON, A. M., (1926) *Assistant Professor of English*

A. B., B. S., A. M., University of Missouri; University of Iowa; University of Chicago; University of Wisconsin.

NELL BLYTHE WALDRON, Ph. D., (1934)
Associate Professor of Social Science

B. A., M. A., Ph. D., Northwestern University; Kansas State Teachers College; University of Chicago.

MARY DOROTHY WEBB, M. A., (1930)
Instructor and Supervisor of Student Teaching in Commerce

B. A., Lawrence College; M. A., University of Wisconsin.

FRANK WILLIAM WESTHOFF, (1901)
Associate Professor of Music Education, Director of the Division of Music Education

Extensive private study of music.

MARGARET MARY WESTHOFF, M. S., (1933) *Instructor in Music*

B. Ed., Illinois State Normal University; M. S., Northwestern University.

JENNIE ALMA WHITTEN, Ph. D., (1919)
Associate Professor of Modern Languages, Head of the Department of Foreign Languages

A. B., A. M., University of Illinois; Ph. D., University of Wisconsin; Northern Illinois State Teachers College; University of Grenoble; University of Chicago.

ARTHUR ROWLAND WILLIAMS, A. M., (1914)
Associate Professor of Commercial Education, Director of the Division of Commerce Education

A. B., Kenyon College; A. M., University of Illinois; University of Chicago.

ALMA WINGEIER, M. S., (1934) *Instructor in Physical Education*

A. B., Western Michigan State Teachers College; M. S., University of Michigan.

LIBRARY STAFF

ELEANOR WEIR WELCH, M. S., (1929)
Assistant Professor and Head Librarian

A. B., Monmouth College; M. S., School of Library Service, Columbia University; Library School, University of the State of New York.

CLARA LOUISE GUTHRIE, B. S., (1932) *Assistant Librarian*

A. B., Hastings College; B. S., Library School, University of Illinois.

EDNA IRENE KELLEY, B. Ed., (1913) *Assistant Librarian*

B. Ed., Illinois State Normal University.

GERTRUDE ANDREWS PLOTNICKY, (1913) *Assistant Librarian*

Chicago Public Library Training School; University of Wisconsin.

GENEVIEVE ANNA POHLE, A. B., (1923) *Cataloger*

A. B., University of Wisconsin; Library School, University of Wisconsin.

COOPERATING SCHOOLS

Illinois Soldiers and Sailors Childrens School

O. R. BONTRAGER, Ph. D., (1934) *Associate Professor of Education*
Principal of Illinois Soldiers and Sailors Childrens School

B. A., M. A., Ph. D., University of Iowa; Iowa State Teachers College.

GRACE FULLER ANDERSON, B. Ed., (1920)
Instructor and Supervising Teacher in the First Grade

B. Ed., Illinois State Normal University.

LEILA MAE ARMSTRONG, M. A., (1925)
Instructor and Supervising Teacher in the Second Grade

B. Ed., State Teachers College, Charleston, Illinois; M. A., Teachers College, Columbia University; University of Chicago.

WINIFRED H. BALLY, B. Ed., (1929) *Instructor in Physical Education*

B. Ed., Illinois State Normal University.

VEDA BOLT BAUER, B. Ed., (1923)
Instructor and Supervising Teacher in Junior High School

B. Ed., Illinois State Normal University.

INEZ WHITTENBERG CHRISTEN, B. Ed., (1934) *Instructor and Supervising Teacher in Fourth Grade*

B. Ed., Illinois State Normal University; Northwestern University.

RUTH M. CLEVELAND, M. A., (1934) *Instructor and Supervisor of Student Teaching*

A. B.,University of Nebraska; M. A., Teachers College, Columbia University; Kearney Nebraska State Teachers College.

EUNICE FETTERLY, M. S., (1934) *Instructor in Special Room Work*

A. B., M. S., University of Michigan; University of Chicago.

MAY GOODWIN, B. Ed., (1920) *Instructor in Junior High School and Assistant Principal*

B. Ed., Illinois State Normal University.

HENRY O. HEBERT, B. M., (1934) *Instructor in Instrumental Music and Band Director*

B. M., Butler University.

WILLIAM EDWARD HOGAN, (1931) *Instructor and Supervisor of Vocational Work*

Illinois State Normal University; Bradley Polytechnic Institute.

MAX HONN, A. B., (1932) *Instructor and Supervisor of Vocational Work*

A. B., Illinois Wesleyan University.

MILDRED O'MALIA KELLEY, B. Ed., (1930) *Instructor in the Sixth Grade*

B. Ed., Illinois State Normal University.

CLARA KEPNER, B. Ed., (1930)
Instructor and Supervising Teacher in the Fifth Grade

B. Ed., Illinois State Normal University; Colorado State Teachers College.

FRED JOHN KNUPPEL, B. Ed., (1925) *Instructor of Industrial Arts*

B. Ed., Illinois State Normal University; Colorado State Teachers College.

ALTA MARIE MORRIS, B. Ed., (1930) *Instructor and Supervising Teacher in the Fourth Grade*

B. Ed., Illinois State Normal University.

PAULINE POWELL, B. Ed., (1930) *Instructor and Supervising Teacher in Junior High School*

B. Ed., Illinois State Normal University.

MABEL A. PUMPHREY, (1920)
Instructor and Supervising Teacher in the Fifth Grade

Illinois State Normal University; Illinois Wesleyan University; Clark University.

EDITH MAPES SERKES, B. Ed., (1929)
Instructor in the First Grade

B. Ed., Illinois State Normal University; University of Colorado; University of Chicago; University of Illinois.

JOSEPHINE SHEA, M. A., (1929)
Instructor and Supervising Teacher in the Sixth Grade

B. Ed., Illinois State Normal University; M. A., Teachers College, Columbia University.

HELEN LOUISE SPAFFORD, B. Ed., (1924)
Instructor and Supervising Teacher in Junior High School

B. Ed., Illinois State Normal University; Illinois Wesleyan University; State University of Iowa.

DOROTHY S. STILLMAN, B. Ed., (1924) *Instructor of Home Economics*

B. Ed., Illinois State Normal University.

GRACE L. TUCKER, B. Ed., (1924)
Instructor and Supervising Teacher in the Kindergarten

B. Ed., Illinois State Normal University; University of Wisconsin.

EDSON J. WHITE, B. Ed., (1933). *Instructor in Physical Education*

B. Ed., Illinois State Normal University.

HAZEL TITUS WRIGHT, B. Ed., (1926)
Instructor and Supervising Teacher in the Third Grade

B. Ed., Illinois State Normal University.

Towanda Public Schools

CHARLES K. WATKINS, M. A., (1933)
Instructor and Principal of High School

B. Ed., Illinois State Normal University; M. A., Teachers College, Columbia University; University of Illinois; Southern Illinois State Normal University.

RACHEL FERN BERGSTROM, B. Ed., (1934) *Instructor and Supervising Teacher in Third and Fourth Grades*

B. Ed., Illinois State Normal University.

ALICE EBEL, A. M., (1934) *Instructor and Supervising Teacher in High School Social Science*

A. B., Heidelberg College; A. M., University of Chicago.

VERA G. HARRIS, B. Ed., (1934) *Instructor and Supervising Teacher in Seventh and Eighth Grades*

B. Ed., Eastern Illinois State Teachers College.

HENRY A. POPPEN, M. S., (1934) *Instructor and Supervisor of Student Teaching in Science and Mathematics in Towanda Affiliated School*

B. S., Kansas Wesleyan University; M. S., Northwestern University.

ALMEDA RAFFETY, (1934) *Instructor and Supervising Teacher in First and Second Grades*

Illinois State Normal University.

MARGARET M. REES, B. S., (1934) *Instructor and Supervising Teacher in Art, Music and Physical Education*

B. S., Ball State Teachers College, Muncie, Indiana.

ANNA L. WEBSTER, B. S., (1933)
Instructor and Supervising Teacher in Fifth and Sixth Grades

B. S., University of Illinois; University of Missouri; University of Colorado.

LELA WINEGARNER, A. M., (1933)
Instructor and Supervising Teacher in High School English

B. Ed., Illinois State Normal University; A. M., University of Chicago.

Rural Schools

NANCY ANNIS CLARK, B. Ed., (1927)
Instructor and Supervisor of Student Teaching in the Little Brick School

B. Ed., Illinois State Normal University; Eastern Illinois State Teachers College; University of Chicago; Northwestern University.

DEWEY FRISTOE, B. Ed., (1931)
Instructor and Supervisor of Student Teaching in the Houghton School
B. Ed., Illinois State Normal University; University of Chicago.

LOIS FRISTOE, (1931)
Instructor and Supervisor of Student Teaching in the Houghton School
Illinois State Normal University.

IVA HUTCHINS SNEDAKER, (1934) *Instructor and Supervisor of Student Teaching in Grove School*
Illinois State Normal University.

STANDING COMMITTEES

School Year 1934-1935

The number of Standing Committees has been greatly reduced as compared with previous years. Numerous special committees are and will be used for many specific tasks. Standing committees are expected to meet regularly at least once a month, make available the minutes of their meetings and make reports to the faculty as a whole.

Athletics (Intercollegiate and Intramural)—C. W. Hudelson, (chairman), H. J. Hancock, Margaret Barto, C. E. Horton, Esther Hume, R. G. Browne, R. U. Gooding, R. W. Fogler, C. A. Harper, W. A. L. Beyer, T. J. Lancaster.

Educational Research—C. F. Malmberg (chairman), H. A. Peterson, J. W. Carrington, C. A. DeYoung, Jennie A. Whitten, C. N. Mills, J. A. Kinneman, E. M. R. Lamkey.

Entertainments, Lectures and Concerts—(Lecture Course, Assembly Programs, Movies, etc.)—R. H. Linkins (chairman), Blaine Boicourt, K. S. Fletcher, Laura Pricer, C. L. Cross.

Forensics—F. S. Sorrenson (chairman), Mabel C. Allen, G. M. Palmer, H. O. Lathrop, C. E. Harpster, Ruth Stroud, C. A. Harper.

Public Relations—R. W. Fairchild (chairman), C. M. Hammerlund, J. W. Carrington, K. S. Fletcher, C. E. Horton, Esther Vinson, Elsie Brenneman.

Social—Mary Buell (chairman), Elinor Flagg, Janet Smith, Harriett Berninger, R. S. Ellwood, J. E. Fraley, Clarence Orr.

Student Life and Welfare—O. Lillian Barton (chairman), R. H. Linkins, Thelma Nelson, H. H. Schroeder, Rachel M. Cooper, A. R. Williams, Nell B. Waldron.

Secretary of the Faculty—Elsie Brenneman, Registrar.

The President is ex-officio a member of all committees.
Regular meetings of the Faculty are held the second Tuesday of each month at 4:00 P. M. in Capen Auditorium.

HISTORY OF THE UNIVERSITY

FOUNDING AND EARLY HISTORY

The Illinois State Normal University was founded in 1857, and was the second state normal school established west of the Allegheny Mountains and the ninth in the United States. Its location at North Bloomington (later called Normal) made it conveniently accessible from all parts of Illinois. Its site of fifty-six acres of beautiful campus, an experimental farm of ninety-five acres, and a school garden of three acres was donated by citizens of Bloomington and McLean county. Until the first building, now known as "Old Main," was ready for use in 1860 the school was housed in Major's Hall, Bloomington. The Main Building was the largest and best in the United States at the time of its completion and is now the oldest in use for normal school purposes. New buildings have been added from time to time to meet the ever-increasing demands for more and better-prepared teachers, until now nine major buildings are used to their full capacity to carry on the work of the University.

DEVELOPMENT OF CURRICULA

From 1857 to 1900 there was practically but one curriculum at the Illinois State Normal University. It was comparatively elementary and could be completed by the average student in three years. It led to the normal school diploma, and was required of everyone who graduated.

Students who expected to teach classes of high school grade usually took additional advanced elective courses for that purpose in addition to the requirements for a diploma.

After 1900 two-year curricula, and, at a slightly later date, four-year curricula were organized to meet the needs of those who wished to prepare for some special position in the teaching field.

Today there are fifteen four-year curricula and four two-year curricula.

In 1907 the legislature of Illinois authorized the Illinois State Normal University to confer the degree of Bachelor of Education on the completion of four years of college work above a standard four-year secondary school. The first degree was conferred in 1908.

RANK IN ACCREDITING ASSOCIATIONS

The Illinois State Normal University is accredited by the North Central Association of Colleges and Secondary Schools as a degree-granting institution. The University is likewise accredited by the American Association of Teachers Colleges. Graduates of the University are thus eligible to teach in any secondary school in this state and in other states.

BUILDINGS, CAMPUS AND GENERAL EQUIPMENT

THE UNIVERSITY CAMPUS

The Illinois State Normal University is fortunate in possessing a college campus which is one of the most beautiful in the Middle West. Looking southward from the Main Building, one sees a vista stretching almost the full length of the campus skirted on each side with an irregular line of trees so naturally grouped that they give the impression of a native woodland. Most of these trees were planted soon after the University was established and are at least sixty years old.

The University is indebted to the vision of Jesse W. Fell for the artistic effect gained in planting this bit of Illinois prairie. He insisted upon having a landscape gardener plan the planting and in 1857 sent to Philadelphia to secure such an artist. Such vision was remarkable in those days. Illinois was a frontier state and few persons had even heard of a landscape artist. The planting was done in 1867.

The great variety of trees and shrubs with the birds and insects that they attract afford a rich field of study for the nature-study and biology classes. At the same time the extensive campus offers opportunities for all kinds of out-door sports. Tennis, volleyball, basketball, hockey, baseball, and football, all have a place on the grounds. So from the standpoint of usefulness, as well as beauty, the campus adds much to the enjoyment of student life in Normal.

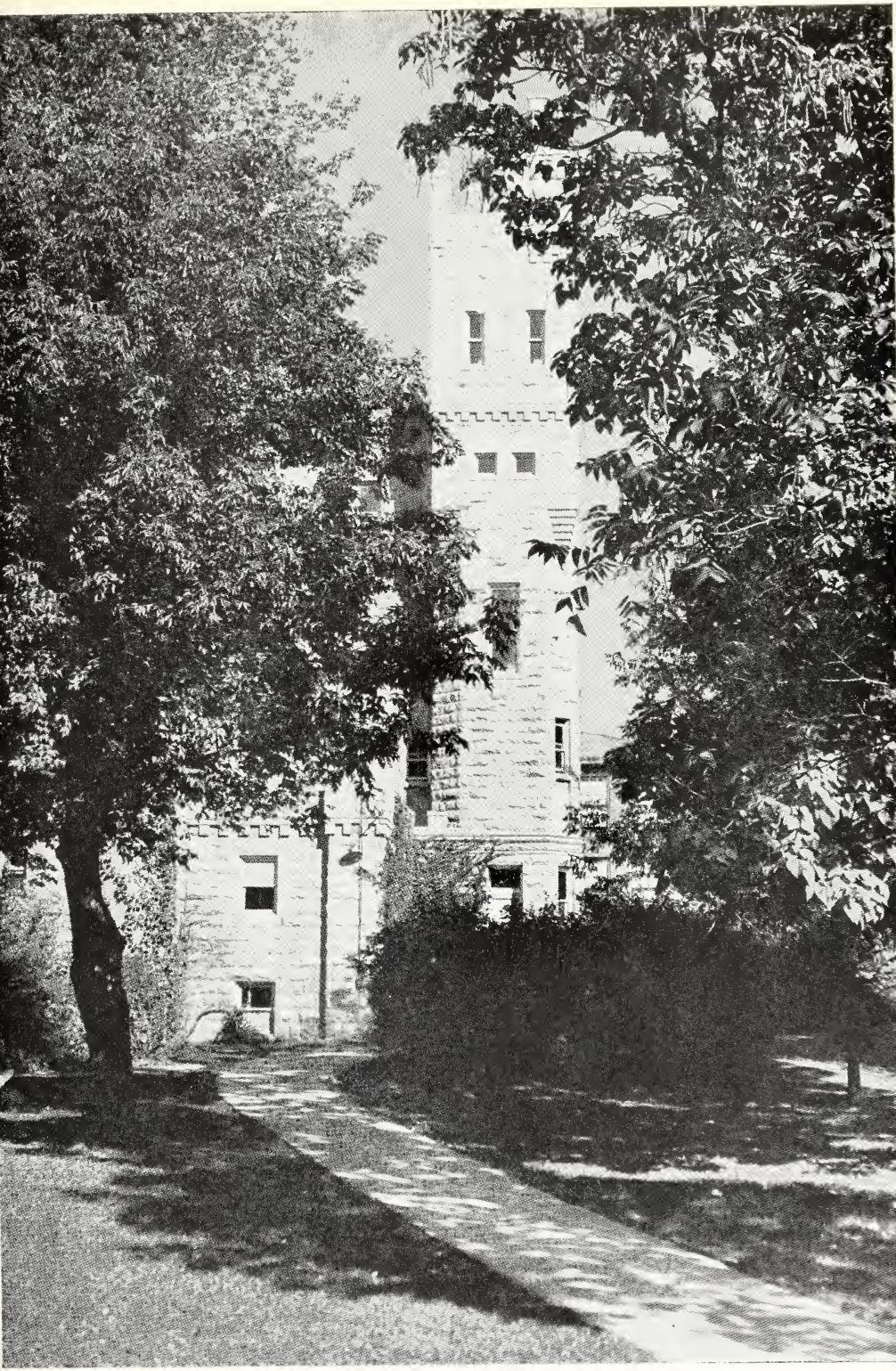
THE UNIVERSITY FARM

The demonstration farm of the Illinois State Normal University, which is carried on under the direction of the Division of Agricultural Education, lies within one block of the campus and consists of ninety-five acres of choice land for the various cultivated crops and pastures adapted to the Corn Belt Region. The land in this farm has been owned by the Illinois State Normal University since its founding in 1857. This farm is one of the original twenty farms upon which, by cooperation with the United States Department of Agriculture, was formulated the McLean County swine sanitation system. This practical program of swine management has spread throughout the states in the central Mississippi Valley.

The purpose of this farm is that of an agricultural laboratory on which may be demonstrated good farming methods for the benefit of students taking the courses in agriculture.

The farm is best equipped for dairying, a feature which increases the activities of the farm and adds to the student's possibilities of practice and observation. Pure-bred dairy cattle, swine and poultry are grown.

The farm is equipped with a modern house, barns, and other farm buildings, and sufficient modern machinery for a farm of its size.



"The Old Castle"
(Commerce Building)
Campus Home of Radio Station WJBC

An excellent crop rotation is carried on, and a careful and thorough system of farm bookkeeping is followed, recording all data of costs and receipts. These records are available to students in agriculture, enabling them to study scientific farming from the business point of view.

MAIN BUILDING

The Main Building, one of the land-marks of central Illinois, lovingly referred to by the alumni as "Old Main," is an imposing structure 160 by 100 feet, surmounted by a clock-tower visible for miles around. In it are located most of the administration offices, the student lounge, a social science reading room, the Philadelphian and Wrightonian society halls, and twenty classrooms used chiefly for classes in education, mathematics, history, sociology, economics, literature, English, music, and public speaking.

FELL HALL

Fell Hall is located on the campus between the Commerce Building and McCormick Gymnasium facing east and overlooking the broad expanse of the south campus. Surrounded by beautiful trees, this hall presents one of the most attractive views on the campus.

The building is of brick construction, three stories above a basement. The two upper floors are given over largely to rooming facilities while the main floor has the dining-room, kitchen, drawing room, parlors, office, guest rooms, and living quarters for the Director of the Hall. The rooms for the residents are large, well-lighted, and comfortable as to heat and ventilation. There are accommodations for 87 women.

Fell Hall has been recently redecorated and refurnished. Aside from the dining-room and kitchen new furniture will be found in all rooms. Beautiful new rugs and draperies have made the drawing room a place of unusual beauty and charm. New furniture of Georgian design in various types adds to the splendor of this large room with its new pewter lighting fixtures. Such a room must be seen to be appreciated.

The student rooms, both single and double, are equipped with new maple furniture of early American design. Single beds with high grade springs and the best type of inner-spring mattress provide absolute comfort. Dresser, study desk, and chairs in addition to new and beautiful rugs complete a picture of unusual nature for residence halls. One is forced to realize that here is not the usual type of hall but an exception in very many respects.

COMMERCE BUILDING

The "Old Castle" is a rambling, gray stone structure of solid and substantial construction, topped by towers and battlements typical of the middle ages. The lower floor is given over to a gymnasium with locker and shower rooms, now used by the pupils of the training schools. The school physician has offices on this floor.

The second and third floors accommodate the work of the Division of Commerce Education. On the second floor there are four recitation rooms and two instructors' offices. Here will be found the equipment in accounting and that for other commercial classes in the University High School, and one room which is used for the university classes in elementary accountancy. Modern steel furniture has been installed in the high school section and the elementary accountancy students do their work on neat sanitary desks of quarter-sawed oak.

At the top of the winding oak staircase on the third floor are two rooms of the mezzanine type, one a conference room and the other the office of the high school commercial supervisor. Farther up and around another turn of the stair adjoining a wide hall, is the office of the director of the Division, equipped as that of a business executive with desks, files, and office machines of the latest type. The remainder of the third floor is divided into four lecture and equipment rooms and one large office. One of these rooms is used for shorthand instruction and technique and is equipped with steel desk chairs. Another room holds the equipment in typewriting and office training, and throughout the day is a hive of industry. Two other rooms are devoted to recitation and lecture work and are furnished with tablet arm chairs of a sturdy and attractive model. The office and laboratory of the teaching staff in secretarial science has modern desks, files, and special equipment for mimeographing and multigraphing.

In the tower the reception room and studio for radio station WJBC are to be found. From here several programs are broadcast each day by students and faculty.

The use of this building largely for the work in commerce provides exceptional facilities for preparing teachers in this subject.

THE UNIVERSITY LIBRARY

The University Library was established on December 23, 1858, when President Charles E. Hovey, the first president of the University, accepted the gift of 197 volumes, over half of which were government documents. Two years later 500 scientific books were added, the property of the Illinois Natural History Society. From this beginning the collection has grown to over 51,000 bound volumes with a yearly increase of about 3000 titles. It also contains 26,303 pamphlets and a picture collection of 8,275 items. These are classified and catalogued so as to be easily accessible to the student body. In addition the Library receives 260 American and foreign periodicals and newspapers.

The Library Building is the second oldest on the campus. Built originally for the training school, it was remodeled in 1917 to make the present library.

On the second floor is the reading room. The walls are lined with bound periodicals published since 1915, a collection of general reference books, and special books on history and sociology. Here, too, is found a

selection of books especially suited to leisure reading. The steel stack of five levels houses 40,000 volumes and is open to students by special permission.

On the ground floor is the newly constructed Education reading room.

The Library has the following gift collections: a collection of eighteenth and nineteenth century books on agriculture, the gift of W. S. Mills of the class of 1875; the Alice Jean Patterson collection of nature study books; the McCormick collection of history; the Feek collection of general literature, the gift of John Lester Feek, who attended the University for a time as a member of the Class of 1924; and the H. B. Fisher collection, made up mostly of books on education, presented to the library by Mrs. H. B. Fisher.

A library staff composed of a librarian and four assistant librarians is on duty to aid students in the use of the library. There is also a student staff of fifteen. The Library is open from 7:30 A.M. to 9:30 P.M., from Monday through Friday, and from 8:00 A.M. to 5:00 P.M. on Saturday.

Special library regulations are posted on the library bulletin board.

INDUSTRIAL EDUCATION BUILDING

The Manual Arts Building was built largely during the year 1908 to furnish the growing school with a larger and more attractive auditorium and to house various departments such as industrial arts, home economics, and the fine and applied arts.

The auditorium is a well lighted room which seats 1000 people and is located on the second floor. This is called Capen Auditorium in honor of a former member of the State Normal School Board, Mr. Charles L. Capen of Bloomington, who was a devoted friend of the University for many years. An excellent pipe-organ with electrical action is part of the equipment of the auditorium.

The lower floor of the building is used for wood-working shops, the University Press, and classrooms for the Division of Industrial Education, except two rooms used for applied design and pottery.

The second floor furnishes rooms for home economics and fine arts.

On the third floor are found a garment-making room belonging to the division of home economics and several rooms now used for class work in psychology and education.

The equipment of the manual arts building has been the best that could be secured when purchased and has been kept in repair and made more complete from time to time. The woodworking shop contains machinery such as a surfacer, jointer, universal circular saw, trimmer, knife grinder, mortise machine, band saw, eight lathes, and about 30 Toles benches. The machines are all electrically driven. Special rooms for lumber and wood-finishings are provided near the shops. A drafting room is located on the third floor of the building.

The art department with its equipment of up-to-date tables and stools has added to its efficiency in various ways.

The home economics division has a carefully selected kitchen equipment, a dining room, and a sewing or garment room in addition to an office and class room.

TRAINING SCHOOL BUILDING

The campus training school building is a three-story brick structure of modern design. It is located just east of the Main Building with which it is connected by a bridge. This building is occupied by the kindergarten, primary, intermediate and grammar grades, and the University High School.

The first floor consists of the kindergarten rooms and other units. The kindergarten occupies two large rooms at the east end of this floor. West of the kindergarten rooms there are two large play rooms for boys and girls respectively. In addition there are four class rooms, a kitchen for home economics, a room for agriculture, and two offices. There are toilets for boys and girls on each floor.

The second floor consists of four units that are occupied by the first four grades, and other rooms. The units occupied by the first four grades are located in the four corners of the floor. Each unit consists of a large study and recitation room, a class room, and an office for the supervisor. In addition to these units for the four elementary grades, there are a large study hall for the high school and three administrative and supervisory offices.

The third floor consists of four units that are occupied by the four upper grades, and other rooms. These units, as on the second floor, occupy the four corners of this floor. Each of these units consists of a large class room, a recitation room, and an office for the supervisor. In addition to these four units, there are two large recitation rooms, an office for the university nurse, and a small recitation room for individual work.

The various departmental units are well equipped. The kindergarten possesses a piano, blocks of various size, sand tables, and other suitable materials. Each of the grades has many sets of supplementary books and maps. There is a piano on each floor for the use of the grades. A large Keystone Lantern with slides is available for the entire school. Sets of method books and other educational books are available for the supervisors and practice teachers.

McCORMICK ATHLETIC FIELD

The McCormick Athletic Field is one of the largest and best in the Illinois Intercollegiate Athletic Conference. It occupies eight acres at the south end of the campus, lying along University Avenue immediately adjoining the McCormick Gymnasium.

The athletic field is entirely enclosed by a Chain-Link fence seven feet in height, with gates at convenient points for the admission of spectators.

A door of the gymnasium from the men's shower room opens directly onto the field, so that when desirable the field may be entirely closed to spectators when practice sessions are being conducted. The field is ex-

cellently equipped for varsity and intramural sports and contains a number of practice fields which serve as the training ground for a large number of students taking work in athletics and physical education.

Along the west side is located the varsity football field and an excellent quarter mile cinder track with 220-yard straight-away. Immediately south of the gymnasium is the varsity baseball diamond and practice football field. Numerous play areas for minor sports are located conveniently along the north end of the field. During the fall and spring months the outdoor facilities of McCormick Field are used to capacity throughout the day for required activities and intramural and varsity athletics.

McCORMICK GYMNASIUM

The new Henry McCormick Gymnasium was erected in 1925 and is one of the finest gymnasium buildings in the state. The building is a thoroughly modern two-story brick structure trimmed with gray stone. It is located on a slight natural elevation on the lower campus and is surrounded by stately elms and pines. Facing the east the building overlooks the wide expanse of the main campus extending south from the Old Main Building.

The building is arranged in two units so that the offices and classrooms are separated from the gymnasiums. The women occupy the north half of the entire building and the men occupy the south half. The main floor of the east unit contains the offices, shower and dressing rooms for the instructors, store rooms, and toilet facilities.

In the main lobby are stairways leading to the second floor where there are two large class rooms, a dance studio, a completely equipped physical examination and therapeutic room, and a store room.

The first floor of the main unit contains the dressing rooms. On the men's side the locker room provides space for 1000 lockers. There are two large team rooms, a boxing and wrestling room, shower rooms containing a battery of 20 showers, each individually adjustable, drying rooms for athletic equipment, a large supply and store room, and toilet facilities. On the women's side the main locker room provides individual lockers for 860 girls, private dressing rooms, private shower booths, corrective exercise room, club room, supply room, and toilet facilities.

Stairways lead from the dressing rooms to the gymnasiums on the second floor. The women's gymnasium is 60 by 90 feet and is well equipped to provide adequate training in the various types of activities offered. The men's gymnasium is 90 by 120 feet and is completely equipped. Two large dividing nets are suspended so that they may be lowered to form three separate playing spaces of 40 by 90 feet for intramural or class work. A canvas partition can be drawn through the middle of the gymnasium dividing it into two larger floor spaces when more room for class work is desired.

A spacious storeroom for bleachers and gymnastic apparatus opens into the main gymnasium from the east unit thus permitting a rapid removal of all apparatus or bleachers from the gymnasium floor so that it may be used without obstruction. The seating capacity of the gymnasium is approximately 1600.

SCIENCE BUILDING

The David Felmley Hall of Science, dedicated October 10, 1930, is a three-story brick building, trimmed with stone, located east of the Library Building and north of the Thomas Metcalf Building. This building is devoted wholly to science and gives the University exceptional facilities for the preparation of high school science teachers. Here are located commodious lecture rooms, class rooms, and laboratories with the best of modern equipment.

The first floor is used for the subjects of agriculture, nature study, and physics.

The two rooms devoted to nature study are arranged for both laboratory and class room work. These rooms are well provided with sinks, running water for aquariums, gas, and alternating and direct currents. The location of these rooms on the ground floor gives easy access to the campus for a first hand study of materials.

A large room, which is used by the University High School for physics, is equipped for both class room and laboratory work; it was designed and equipped with the purpose of serving as a model high-school physics room. It is well stocked with practical but inexpensive apparatus. It is here that majors in physics get their student teaching experience in high-school physics.

For the work in college physics a lecture room, a recitation room, two laboratories, three dark rooms, a shop, and a store room are provided. In addition to an ample supply of the usual plumbing conveniences, these rooms are supplied with compressed air, vacuum, high pressure steam, and distilled water outlets.

On the second floor are located the class rooms for biology. This subject is taught in four large laboratories equipped with modern tables providing individual drawer space for the students. In the zoology laboratory trapezoidal tables are used which make it possible for students sitting away from the windows to have adequate light facilities. The bacteriological laboratory is equipped with alberene topped tables and with apparatus required for work in bacteriology. All laboratories are supplied with microscopes and other apparatus and materials necessary for efficient work in the biological sciences.

The high-school biological laboratory has its own complete set of equipment. In addition to the laboratories there are three large recitation rooms and a store room for supplies in biology.

On this floor are also located the office of the dean of men and the biology offices.

The chemistry classrooms occupy the third floor of the building. Here are located four large laboratories furnishing quarters for courses in general inorganic chemistry, organic and physiological, and analytical and physical chemistry. High-school classes are accommodated in one of the general chemistry laboratories.

In addition there are two recitation and lecture rooms, a commodious store room, dark room, two balance rooms, and three combined offices and research laboratories, the latter for use of members of the staff.

David Felmley Hall of Science

University Library

The laboratories are equipped with furniture of special design consisting of alberene table tops and sinks, duriron plumbing, hot and cold water, gas, electricity, steam, compressed air and vacuum, and distilled water, the last piped from a 300 gallon storage tank supplied by a steam operated still in the attic. The laboratories have ample fume chamber capacity and are ventilated by means of electrically driven duriron fans capable of changing the air in the rooms at the rate of five times per hour.

An automatic Otis elevator connects the various floors of the building with reserve apparatus store rooms in the basement. In addition to chemistry classes in the University High School the third floor also quarters the freshman high school classes in general science, thus offering excellent opportunities for teacher training in the sciences.

The laboratories are well equipped with apparatus for carrying on the work undertaken.

UNIVERSITY GREENHOUSE

The University now owns a large Plant House located east of the new Science Building. An appropriation has been made by the legislature for a new Plant House and a second appropriation for an additional sum has been requested of the 1935 Legislature.

Plans for the new University greenhouse have been made and it is expected that in the near future there will be completed at a convenient place on the campus a very attractive and practical greenhouse layout costing approximately $16,000 and composed of the following units or sections: a service building and tool house combined; one or two growing house units; and a palm house and conservatory combined. The service building will be constructed of brick to correspond with the newer buildings on the campus and the remaining units will be of the most modern steel frame and glass construction.

The greenhouse is designed to serve two main purposes: first, as a laboratory in which to train teachers and investigators of problems of propagation and growth of plants; and second, as a storage place for plants in the winter season.

The special branch of horticulture which has for its object the production of plants under more or less artificial conditions of light, heat, moisture, and soil has come to be generally known as the growing of plants under glass. This new greenhouse will serve well as a laboratory where work can be carried on in the propagation and growth of plants as well as the making and care of hotbeds and cold frames. Also, a study of the principles and practices of growing potted plants and cut flowers including some work in cut-flower arrangement and design will be available. The use of plants and flowers for beautifying both private and public properties has become so common that it is highly desirable to have a modern greenhouse in such an institution as this for instructional purposes.

MECHANIC ARTS BUILDING AND CENTRAL HEATING PLANT

Work in auto mechanics, sheet metal and kindred activities is carried on in one unit of this building.

The central heating plant of the University supplying heat and hot water for the several buildings as well as steam for the operation of the deep-well pump, is housed in this modern brick building.

The equipment consists of two Springfield and one Kroschell water tube boilers with a combined capacity of 1095 horse power, together with a Link-Belt Company coal and ash handling unit and Illinois chain grate stokers, boiler feed, vacuum and circulating pumps, one boiler feed water heater and the necessary tools and accessories. The complete plant is valued at $150,000.

A well 243 feet deep located at the building furnishes water for the use of the University.

The capacity of the unit is sufficient to supply ample heat to all the buildings.

WITHERS PUBLIC LIBRARY OF BLOOMINGTON

The Withers Public Library of Bloomington extends a cordial welcome to all students and members of the faculty of the University. Its reference shelves and magazine files may be used at any time, and loan cards may be secured upon the same basis that other residents of Normal enjoy. This basis is that the borrower shall pay two dollars per year for his card.

ENTRANCE AND ADVANCEMENT IN SCHOOL

REQUIREMENTS FOR ADMISSION

Entrance requirements are stated in terms of units of high-school work, a term which should not be confused with the semester hour as applied to college work. A high-school unit represents the work of one hundred eighty class periods of forty minutes each. Two laboratory periods in any science or shop subject are considered equivalent to one class period. In a number of subjects half-units may be presented. In closely allied subjects such as botany and zoology, not usually taught throughout an entire year, units may be constructed by combining the respective time values of the two subjects.

GENERAL REQUIREMENTS

An applicant for admission to the University must be at least sixteen years of age but the dean may admit, on petition, a student over fifteen years but less than sixteen, who meets the requirements for admission and who is to reside, after admission to the University, with his parents, or his guardians, or with someone chosen by them.

Students may be admitted at the beginning of each semester or at the opening of the summer term. Students may enter to the best advantage, however, at the opening of the school year in September.

Fifteen units, distributed as indicated below, are required for admission. Students offering only one foreign language must present at least two units. They must have two units in one foreign language before one unit in another language may be credited. In exceptional cases, however, one unit in a single foreign language may be offered as an optional subject.

Students who do not meet these requirements for admission are admitted but are required to clear such deficiencies during the first year of attendance.

GROUP A: REQUIRED SUBJECTS

I. The following units are required of all:
   (a) **English,** three units

II. Two units must be presented from each of two of the following:
   (a) **Mathematics,** two units
   (b) **Foreign Language,** two units
   (c) **Natural Science,** two units
   (d) **Social Science,** two units

The two units in mathematics must consist of either one unit in algebra and one unit in plane geometry, or two units of correlated or general mathematics.

III. In addition to the units required under I and II above, a sufficient number of units to make up the fifteen must be offered from Groups B and C. Not more than four units, however, may be offered from Group C.

GROUP B: GENERAL ELECTIVES

Latin, one, two, three, or four units
Greek, one, two, three, or four units
French, one, two, three, or four units
German, one, two, three, or four units
Spanish, one, two, three, or four units
Italian, one, two, or three units
English (4th unit), one unit
Advanced algebra, one-half or one unit
Solid geometry, one-half unit
Trigonometry, one-half unit
Greek and Roman history, one-half or one unit
Medieval and modern history, one-half or one unit
English history, one-half or one unit
American history, one-half or one unit
Civics, one-half or one unit
Economics and economic history, one-half or one unit
Commercial geography, one-half or one unit
Other social science, one-half or one unit
Physiography, one-half or one unit
Physiology, one-half or one unit
Zoology, one-half or one unit
Biology, one-half or one unit
Botany, one-half or one unit
Physics, one or two units
Chemistry, one-half, one or two units
General science, one unit

GROUP C: SPECIAL ELECTIVES

(Only four units may be chosen from this group)

Astronomy, one-half unit
Geology, one-half or one unit
Agriculture, one, two, three, or four units
Bookkeeping, one unit
Business law, one-half unit
Commercial Arithmetic, one-half unit
Home economics, one, two, three, or four units
Speech, one-half or one unit
Drawing, art and design, one-half or one unit
Industrial arts, one, two, three, or four units
Foreign language (other than those of Group B) one or two units
Music, one or two units
Shorthand, one or two units
Typewriting, one-half or one unit
Optional, one unit

SUBJECTS RECOMMENDED FOR ADMISSION

It is strongly recommended that in Group A, under II, mathematics be offered. The requirements of graduate schools are such that students who do not offer the usual two units in mathematics will be greatly handicapped if they plan to pursue their studies beyond the baccalaureate degree. The University assumes no responsibility for students who fail to gain admission to graduate schools if they have not presented two units of mathematics for admission. If mathematics is chosen, the other two units required under II in Group A may be selected from any one of the three subjects listed.

Students who plan to major in any subject listed in the admission requirements are advised to offer for admission the maximum number of units in that subject.

METHODS OF ADMISSION

There are three general methods by which admission to the University may be secured:

1. By presentation of a certificate of graduation from an accredited or recognized high school, with the required distribution of work.

2. By submitting evidence of studies successfully pursued in an institution of higher education.

3. By qualifying as an unclassified adult special student.

ADMISSION BY CERTIFICATE

A candidate for admission by certificate must be a graduate of an accredited secondary school, or have fifteen acceptable units and the approval of the dean of the University. Not more than twelve units will be accepted from a three year high school.

An applicant who has attended but who has not been graduated from an accredited school must pass entrance examinations in the following subjects amounting to five units as follows: English, one unit; additional subjects, four units.

The additional subjects mentioned above will be designated by the university authorities. The remaining ten units necessary to make up the fifteen units required for admission may also be made in entrance examinations or may be offered by certificate from an accredited school.

Blank certificates for students wishing to enter the University by certificate from an accredited high school or academy may be had of the registrar. They should be obtained early and should be filled out and sent to the registrar for approval as soon as possible after the close of the high-school year in June.

The registrar will endeavor to notify a student of his status promptly on receipt of his certificate. However, because of the rush of business, it is sometimes impossible to send such notices in cases where certificates do not arrive until the week prior to the opening of the University.

Applicants for admission who have had any work whatsoever in another institution of higher education, regardless of whether or not they wish to receive credit for it must submit complete credentials of both their high school work and college work. All such transcripts should be sent at least six weeks preceding the opening of the session in which the student desires to enter.

Entrance credits will also be accepted on certificate from the following sources:

1. From schools accredited by the North Central Association of Colleges and Secondary Schools.

2. From schools accredited to the state universities which are included in the membership of the North Central Association of Colleges and Secondary Schools, provided the certificate shows that the Illinois standard time requirements have been met.

3. From schools accredited by the Southern Association of Colleges and Secondary Schools.

4. From schools approved by the New England College Entrance Certificate Board.

5. From high schools and academies registered by the Regents of the University of the State of New York.

The University will not issue a permit to enter except on the basis of official detailed credentials filed in advance.

ADMISSION WITH ADVANCED STANDING

A person who has attended another college or university of recognized standing will be considered for admission to this University on presenting: a) a transcript of his college record, b) a certificate of honorable dismissal from the institution from which he comes, and, c) an official statement of his preparatory school work.

No substitutes will be accepted for the high school subjects prescribed by the University or for the requirement of high-school graduation, except that a) A Student who comes from an institution rated in Class A by the University of Illinois with a record of thirty hours without failures and with an average grade ten per cent above the passing grade of the college, may be matriculated in the University irrespective of deficiencies in prescribed subjects (except when necessary as prerequisites for advanced work to be taken here) or high school graduation. b) The registrar is authorized to waive the high school graduation requirement, but not the subject requirements, in the case of a transfer student who has completed a year of satisfactory work in a college, normal school, or junior college rated in Class A or Class B by the University of Illinois.

After matriculation an applicant may secure advanced standing either by examination or by transfer of credits.

1. Advanced standing is granted only by examination unless the applicant comes from an approved school.

2. Credits may be accepted for advanced standing from another university or college or a junior college of recognized standing or from a

state normal school. An applicant for advanced standing by transfer must present a certified record of work done in the institution from which he comes, accompanied by a summary of his preparatory work and by a letter of honorable dismissal. Students intending to transfer to the University should send their credentials to the registrar as early in the summer as possible.

ADMISSION OF UNCLASSIFIED STUDENTS

Persons over twenty-one years of age may be admitted as unclassified students provided they secure the approval of the dean. They must give evidence that they possess the requisite information and ability to pursue profitably, as unclassified students, their chosen subjects.

An applicant for admission to the University who is not a legal resident of Illinois is required to present with his application for admission to the University, except as an unclassified student, satisfactory evidence that he maintained at the school or college which he last attended prior to seeking entrance to the University a full schedule of studies with a scholastic average at least ten percent above the passing grade of such school or college. In case of records which are not kept in numerical grades but in literal or other systems of grading this requirement will be interpreted to mean an average of one grade above the passing grade.

No one may enroll as an unclassified student in the University for more than two years, except by special permission, application for which must be made to the dean of the University.

ADMISSION FROM UNACCREDITED OR UNRECOGNIZED SECONDARY SCHOOLS

Graduates of four-year non-accredited or non-recognized secondary schools in Illinois who have satisfied the full requirements for admission to the University may be admitted on probation without examination upon recommendation of the principal.

GENERAL PROVISIONS CONCERNING ADVANCED CREDIT

Credit in the form of advanced standing will be granted for work satisfactorily completed in other teachers colleges, and other colleges and universities of recognized standing only to the extent that such work satisfies the requirements of curricula of this University. But students who come from other teachers colleges, normal schools, colleges, or universities, bringing credit which is the full and fair equivalent of work required in the various curricula here, may receive credit for the work which they have taken.

A student who has been dropped from another institution may not enter here until such a time as he would be readmitted to the institution from which he was dropped. No student will be admitted from another institution unless he presents a letter of honorable dismissal from that institution.

Students who wish to earn credits by extension or correspondence with other institutions to be transferred should have such courses approved before taking them.

All cases of desired advanced standing or credit are dealt with on the principle of equivalence of work and semester hours.

All students who bring acceptable advanced credit and who desire to earn the degree of the University must meet all of the requirements for the degree regardless of the amount of credit which they have.

Credits may not be transferred from one curriculum to another except in a case in which a course is the full and fair equivalent in content for a course in the curriculum to which the student transfers.

No credit will be granted for work not taken by actual classroom attendance in residence, unless earned in a regular way through correspondence or extension study.

No college credit toward a degree will be given for work done in a secondary school in excess of the fifteen units required for admission except when such work is definitely post-graduate and offered as an organized curriculum and then only if such work is recognized as being of collegiate level and accepted for credit toward a degree by the state university of the state in which the secondary school is located.

No college credit is given for teaching experience.

College credit is not granted for grades on teachers certificates.

REGISTRATION

Monday, September 9, 1935, and the two following days constitute "Freshman Days," which are devoted to introducing the new student to the life of the University. The program includes registration and enrollment, addresses by members of the faculty, brief tests in English, history, mathematics, and general intelligence, and a series of social entertainments. All freshmen should assemble in Capen Auditorium at 8:00 A.M., Monday, and are required to stay on through the entire registration period. Upper-class students are due on Wednesday. Classes begin on Thursday.

New students should be present in the morning of registration day to register in the office, to pay their semester fees, to consult with the appropriate committee in regard to their program of studies, to enroll in their various classes, to obtain their textbooks and to get their assignments.

Students upon arrival in Normal on registration day should come directly to Capen Auditorium at the University.

REQUIREMENTS FOR GRADUATION

Diplomas are granted upon completion of any one of the two-year curricula. The degree of Bachelor of Education is conferred upon students who complete any of the four-year curricula.

Candidates for graduation shall, at the beginning of the year in September, file with the registrar the program of studies they desire to

follow during the sophomore or senior year, as the case may be. This program must accord with the general daily programs for the various terms and the general regulations of the University. If the student desires to make substitutions not provided for by the general rules, his request must be approved by the dean of the University.

No student may receive the diploma or the degree unless three-fourths of his work has received a grade of 75 or higher.

Before receiving a degree at least one year of work on the senior college level must be done in this university. All graduates from any curriculum must complete their last course or courses in this university.

Before a diploma is granted from any two-year course at least one year of work, including the last course or courses, must be taken in this university.

Not more than one-fourth of the total number of credits required for graduation may be earned through extension or correspondence work and not more than one-eighth through correspondence.

Candidates for graduation in June should see that all conditions and deficiencies are removed by the end of the twelfth week of the second semester.

Students transferring with degrees from other accredited colleges or universities may earn a Bachelor of Education degree in this University by completing a minimum of one year (36 weeks—32 semester hours) in residence; such students must have a minimum of thirty-two semester hours in education and psychology, including student teaching. The content of the year's work must meet the approval of the Dean of the University.

Students may receive the two year diploma or the degree of Bachelor of Education at the close of the school year in June or at the close of the summer session in August. Students completing their work after the close of the summer session will not be graduated until the following June.

Candidates for graduation are expected to be present at the graduating exercises to receive their diplomas or degrees in person.

STUDENT LIFE AND EXPENSES

NORMAL AS A LOCATION

Normal is an attractive suburban residential town with a population of about 7,000 people. It adjoins Bloomington, a thriving city of 31,000 population. The two communities, originally only a mile and a half apart, have grown together and merged into one city, although they have separate municipal organizations. With their wide paved streets flanked by beautiful trees, their comfortable homes set in lawns studded with flowers and shrubbery, they offer suitable surroundings for the Illinois State Normal University. Situated as it is in the geographical center of Illinois it is strategically placed for convenience of access and for future development.

Normal and Bloomington are on four steam railroad lines, the Chicago and Alton, the Big Four, the Nickel Plate, and the Illinois Central. There are also the electric lines of the Illinois Terminal System. Several state and federal highways lead into the two cities, making the University easily accessible to all parts of Illinois.

Lake Bloomington to the north of Normal, the parks, and the golf-links in and around Bloomington and Normal, added to the facilities of the beautiful and spacious university campus of fifty-six acres, afford opportunities for out-door sports and recreational activities for the students and faculty.

The material advantages in the location of the Illinois State Normal University are enhanced by the unusual intellectual and aesthetic aspects of its environment. The communities are distinctly literary and musical centers. The University contributes its full quota to these cultural elements in the civic life of the two cities.

The situation is healthful, the site high and well-drained. The town of Normal is provided with excellent water, sewers, paved streets, gas and electric lights. Commodious homes with ample accommodations for 1,800 students stand within easy walking distance of the University. An electric railway and bus line connect Normal and Bloomington.

Federal highways 51 and 66 intersect at Normal in front of the gate to the University Farm, and a great system of cement highways leading to all parts of the state center at Bloomington.

Few cities in the country offer as great opportunities for an attractive and profitable student life as do these twin cities of Illinois located in the center of the Great Corn Belt in one of the richest agricultural regions in the world.

LIVING CONDITIONS

Students not living at home or with relatives are required to room at approved houses. Lists of approved rooming-houses are kept at the offices of the Dean of Women and the Dean of Men. Students should consult them before engaging rooms.

Fell Hall
(Residence Hall for Women)

Smith Hall
(Residence Hall for Men)

A written rooming agreement, strictly defining the terms on which rooms are rented, is required of both men and women students. The college furnishes standardized forms which are signed by both student and householder, and then filed, in the case of women students, with the Dean of Women, in the case of men students, with the Dean of Men. On the back of these rooming agreements are printed the house rules which have been formulated by the college and accepted by the householders. These house rules become a bona fide part of the agreement and are equally binding upon both student and householder.

Desirable modern rooms, large enough for two persons, cost each student $2.00 a week and up. Similar single rooms rent for $2.50 a week and up. Desirable rooms with light housekeeping privileges cost each student $2.25 a week and up.

Board costs $4.00 to $5.00 a week.

Fell Hall, the women's dormitory, affords rooming and boarding accommodations for eighty-seven women students attending the University. It is primarily a residence hall for freshmen women. Besides the freshmen women there are twenty-one honor residents, who, having attended the teachers college for at least *one year,* are invited to live in the Hall because of outstanding scholarship, leadership, and personality. Fell Hall, always a desirable home for the women students of I.S.N.U., is now especially attractive because of its recent redecoration and refurnishing.

Students desiring rooms there should address the Director of Fell Hall or the Dean of Women for a floor plan and a statement of rules governing the renting of rooms there. Board in Fell Hall costs $5.00 a week. Double rooms cost each student $2.50 a week; single rooms, $3.00 a week. Board to a limited extent will be available to students living outside the Hall.

Smith Hall, the men's dormitory located across the street from McCormick Athletic Field, offers rooming accommodations for men students of the University. Occupying almost an entire city block with its spacious lawn and very beautiful gardens, the hall provides accommodations for 32 men, making possible a home-like environment for the residents as well as a social center for the men of the campus. The first floor of Smith Hall is devoted to the social life of the men. Study rooms are provided on the second floor. The third floor is arranged for dormitory quarters. A very large basement provides quarters for recreation activities.

Men desiring to live in Smith Hall should address inquiries to the Dean of Men. Rooms rent for $2.25 per week.

SOCIAL LIFE AND REGULATIONS

The University has a full calendar of social functions during the year, the objective of which is to satisfy the social needs of each and every student. Faculty and students cooperate in the making and functioning of the social calendar. The college holds that a very important phase of college instruction is the social training which a student receives in connection with the activities of the institution. The student social life of the University is

under the careful and thorough supervision of the faculty. The various student organizations in the University offer their benefits not only to those whose abilities are already developed, but to all who wish to participate. It is as important that latent talent and undiscovered ability be found and developed as it is that talent already developed be further promoted by the activities of the University.

In its social functions the University fosters proper social usage and strives to teach propriety and democratic dignity informally, yet effectively. The social functions of the University are conducted mostly by students under faculty direction and it is intended that every student shall participate in them. These activities tend to develop in the student many valuable qualities which constitute the teaching personality of the teachers college graduate.

It is expected and required of students that they observe the customs which prevail in good society. The adult attitude on the part of students is encouraged and they are held responsible for their conduct wherever they may be, on the college campus, or elsewhere.

Regulations governing the social life in the rooming houses, the hours kept, the callers permitted, etc., are stated in the house rules printed on the rooming agreements. No rooming house is approved by the college unless the householder agrees to observe all of the regulations which pertain to the home life of the students, and to notify the college when students do not conform to these regulations.

STUDENT ORGANIZATIONS AND ACTIVITIES

THE STUDENT COUNCIL

The Student Council is a representative body made up of two freshmen, three sophomores, three juniors, four seniors, the editors of the Vidette and Index, and the President. Its function is to discuss plans for improving the conditions and character of student life, and to make recommendations to the administration. The Student Council has the power to make nominations for all general school offices, and sponsors the school elections.

THE WOMEN'S LEAGUE

Every woman student is automatically a member of the Women's League. Through its various committees the Women's League makes it possible for the women of the student body to function as a unified group with reference to their social, ethical, and civic interests. Everything which touches the life of the women of the school is of interest to the Women's League, and every girl may be allied with some committee for the promotion of its special activities in the interest of the entire group.

THE UNIVERSITY CLUB

The University Club, formerly the Varsity Club, is an organization on the campus to which all men of the campus are eligible. The club pledges itself to promote the most wholesome sort of good fellowship

among men of the campus, to encourage more men to come to Normal University, loyally to support athletics and all other worthy enterprises of the University. The organization stands for those things which tend toward a fuller manhood in its broadest meaning.

THE NEWMAN CLUB

The Newman Club is an organization whose purpose is to bring the Catholic students of the University into a close bond of friendship.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association at Normal was the first student Y.W. C. A. in the world. From the time it was organized in 1872 by a small circle which met in the "White Room" of the Main Building, the Association has sought to help the girls of the school to strengthen their ideals of religion and service through study and active work. Any girl in school may become a member provided she is in sympathy with the purpose of the Association.

WOMEN'S ATHLETIC ASSOCIATION

The Women's Athletic Association is a local chapter of a great national organization which is seeking to produce a higher standard of American womanhood among college women of America. It aims to achieve this ideal through the physical, mental, and social development which women gain in cooperative recreational activities.

LITERARY SOCIETIES

There are only two literary societies in the University, Philadelphia and Wrightonia. Every person who enters the University for the first time becomes a nominal member of one of these societies. Active membership in each society is limited to thirty-five. A person is elected to active membership in the society of which he is a nominal member if, after appearing in a tryout number in music or speaking, he receives the favorable vote of the active members of the society.

DEPARTMENTAL CLUBS

1. Art Club
2. Blackfriars
3. Commerce Club
4. French Club
5. Hieronymus Club
6. Home Economics Club
7. Industrial Arts Club
8. Intermediate Club
9. Jesters
10. Kindergarten Club
11. Latin Club
12. Lowell Mason Club
13. Nature Study Club
14. The Press
15. Pringle-Hall Club
16. Science Club
17. Social Science Club

HONORARY SOCIETIES

1. Alpha Tau Alpha—Professional Agricultural Fraternity
2. Gamma Phi—Honorary Gymnastic Fraternity

3. Gamma Theta Upsilon—Honorary Professional Geography Fraternity
4. Kappa Delta Epsilon—Professional Educational Sorority
5. Kappa Delta Pi—Honor Society in Education
6. Kappa Mu Epsilon—Honorary Mathematics Fraternity
7. Kappa Phi Kappa—Professional Education Fraternity
8. Pi Gamma Mu—Honorary Social Science Fraternity
9. Pi Kappa Delta—Honorary Forensic Fraternity
10. Pi Omega Pi—Honorary Commerce Fraternity
11. Theta Alpha Phi—Honorary Dramatic Fraternity

SPECIAL ORGANIZATIONS

1. Band
2. Cardinals
3. Choral Club
4. Fell Hall
5. Maize Grange
6. Men's Debate Club
7. Men's Glee Club
8. "N" Club
9. Orchesis
10. Orchestra
11. University Theatre
12. Women's Debate Club
13. Women's Glee Club
14. Women's Physical Education Club

ATHLETICS FOR MEN

The Illinois State Normal University stands for the highest type of good sportsmanship in the various phases of atheltics. Marked success has been attained by the University teams in football, basketball, indoor and outdoor track, baseball, tennis, golf and wrestling. The University is a member of the Illinois Intercollegiate Athletic Conference comprising practically all the colleges of Illinois except the members of the "Big Ten." This conference is popularly known as "The Little Nineteen." Intercollegiate games are played with representative colleges of the conference during the year. Besides the intercollegiate contests numerous intra-mural games and tournaments are scheduled throughout the year. This type of activity gives every man in the University an opportunity to participate in collegiate athletics. A strong intra-mural program for both men and women is provided.

PUBLIC SPEAKING AND DEBATING

The Illinois State Normal University is active in the field of speech. The University belongs to the State Intercollegiate Oratorical Association, which is composed of many of the colleges of liberal arts of the state and a few other institutions of higher learning. This organization conducts two oratorical contests each year, one for the women, and one for the men. In addition, intra-mural contests in the various phases of speech are conducted during the year.

THE UNIVERSITY LECTURE COURSE

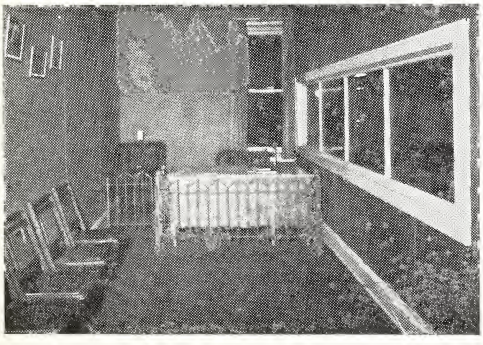
The University definitely believes in the educational value derived by the student from opportunities to hear the leading thinkers of the day, and the best that is available in the fields of music, drama, and the allied arts.

University Concert Band

Drawing Room of Fell Hall
(Looking toward Dining Hall)

Men's Glee Club
(Annual Spring Tour)

Typical Double Room in Fell Hall



Radio Studio
(Observation Room)

Garden of Smith Hall

ACTIVITIES AND STUDENT HOUSING AT I S.N.U.

A committee consisting of faculty and student members constitutes a Lecture Board which arranges for a series of programs during the year. The money to finance this course is secured from the student activity fee which is paid by each student at the time of registration.

UNIVERSITY PUBLICATIONS

The year-book at the Illinois State Normal University is called the Index. The editor, who is elected in the spring, is allowed to carry only three majors during the year of his editorship, but is granted credit in Journalism or English for his work. Members of the staff are appointed by the editor.

The Vidette is a bi-weekly newspaper published by the students of the University. It attempts to carry all the important news of the campus and to reflect student life at the Illinois State Normal University. The editor and the business manager are chosen by popular vote at the annual spring election. The editor appoints a staff of assisting editors.

The Alumni Quarterly is a magazine whose purpose is to keep alumni in touch with the life of the institution.

In addition to the general catalog of the University and the Summer Session bulletin, two other issues of the Teachers College Quarterly are generally made available for distribution. The last special issue of this publication was "A Cooperative Program for the Improvement of Teacher Education."

EXPENSES

The cost of attendance at Illinois State Normal University is very moderate as compared with many institutions. School fees and living expenses will be found exceedingly reasonable.

FEES

Tuition for those pledging to teach in Illinois	Free
Tuition for those not pledging to teach, per semester	37.50
Registration and Incidental (required of all) per semester	22.50
Additional charge for those not paying fees within ten days after registration, per semester	2.50
Text-books (required of all) per semester	7.00
Additional Transcripts of Record (after first copy)	1.00

The Registration and Incidental Fee is all-inclusive and covers all general charges as well as library, towel, shop, laboratory, typing and other previously listed special fees. It further includes student activities fees admitting to all athletic, music, dramatic, and forensic events and covers class dues as well as providing each student with a copy of the school paper, the Vidette, twice each week and a copy of the school annual, the Index, at the close of the school year. The general fee also covers health and medical dispensary service through the office of the campus physician and, beginning in September, 1935, infirmary service and limited hospitalization, including diagnosis, will be provided.

The text-book rental fee covers the provision of all text-books in all courses for each student. This plan will enable each student to have all books needed and at a cost much less than regular purchase or on the previous individual book rental plan.

All fees are to be paid within ten days from date of registration. After that date an extra charge is made but all accounts must be settled by the end of the fourteenth week regardless of late fee payment. If a student leaves school within ten days from date of registration, fees are refunded.

OTHER EXPENSES

With the payment of the Registration and Incidental Fee of $22.50 and the Text-book Fee of $7.00 each semester there should be no further institutional charges aside from locker fees largely in the nature of a deposit and the purchase of gymnasium outfits for those taking such work. The cost of the complete regulation gymnasium costume for women students will not exceed $5.25 and for men students gymnasium suits may be purchased at a cost of not more than $5.00 per complete uniform. For women students the locker deposit is $1.50 of which $1.25 is refunded at the end of the year. For men students the locker deposit is $1.00 which is returned at the end of the year.

Lockers in the Main Building may be rented from the business office at twenty-five cents a semester. A deposit of fifty cents is required for key padlocks and one dollar for combination padlocks.

ESTIMATED TOTAL EXPENSES

For students who pay all of their expenses, the average cost for board, room, laundry, books, fees and all other costs connected with their life as students is approximately $350 for the regular year of thirty-six weeks. There are many students doing light housekeeping and having some things provided from home who are able to decidedly reduce that figure.

AID TO STUDENTS

Student Loan Fund: From this fund students in their last year may borrow at a low rate of interest a sum not to exceed one hundred fifty dollars.

Annie Louise Keller Scholarship Fund: This fund consists of one hundred and fifty dollars which is loaned without interest to properly qualified students.

Faculty Women's Club Loan Fund: Women students who meet the standards required by the club may borrow from this fund a sum not to exceed one hundred fifty dollars.

Employment: Women students wishing to secure employment should address Miss O. Lillian Barton, Dean of Women. They should consult her before entering into any agreement with employers, and each semester should submit for her approval their class schedules. Similarly, all men students should confer with R. H. Linkins, Dean of Men.

SCHOLARSHIP AND CREDITS

SCHOLARSHIP REQUIREMENTS AND MARKING SYSTEM

1. Students are expected to choose one of the various programs of study and to follow this program as closely as is practicable, except where elective substitutes are allowed by the dean of the University.

2. Every student is expected to take the normal program called for by his curriculum. For a student in good health forty-eight clock hours per week devoted to study and recitation in his regular subjects is the standard. This does not include intermissions or time spent on society or club work or miscellaneous reading.

3. Students may take a heavier program only with the approval of the dean of the University.

4. If a student fails to carry a study after continuing through half the semester, he is required to repeat that study at the earliest opportunity.

5. If a student fails to complete a course in which his work is of good quality, he is expected to complete such course in the next semester in which he is in attendance when the course is offered. If this is not done within a period of one year the entire course is to be repeated.

6. A student who fails in any semester or summer term to make a passing grade in at least one-half of a full program, is placed upon probation for the succeeding semester. In case he fails to carry three-fourths of a full program in that semester, he is not permitted to continue his studies until one year has elapsed. This rule may be suspended by the dean of the University. If a student is placed on probation a second time for poor scholarship, he is required to withdraw from the University for one year. Students on probation for poor scholarship may not take part in any public contest or exhibition—athletic, musical, dramatic, or oratorical.

7. Grades for scholarship indicate as follows:

90-100, Superior.

86-90, Excellent.

81-85, Good.

76-80, Average.

70-75, Fair.

0-69, Failure.

8. At the end of the sixth week and the twelfth week students who are failing in their work are reported to the directors of their respective divisions. Each student so reported must confer with the director and have his work adjusted to suit his ability.

GENERAL REGULATIONS CONCERNING ATTENDANCE AND STUDIES

Variations from the regular program chosen are permitted to unclassified students, and to others if there is special need of such change. Students who have become irregular in their programs should consult the dean of the University.

Students should study carefully the descriptions of courses and note the prerequisites. They should arrange to take these prerequisites at the proper time.

Requests for transfer from one curriculum to another should be addressed to the dean of the University.

Developmental courses in recreational activity are required of all freshmen and sophomores. Students who cannot profitably take the regular exercises because of age or physical disability are assigned to a special class for restricted work. No student may be graduated without 144 forty-minute periods of physical education.

Students are expected, whenever it is possible, to enter school at the beginning of the semester and remain to the close, to attend their classes regularly, and to conform to the various requirements that have been found necessary to the orderly and successful working of the institution and to the welfare of its students.

A student who withdraws before the end of a semester shall secure a withdrawal permit from one of the deans. The student may present the permit to each of his instructors, or the dean may send notice to each instructor.

Before classwork begins in the first semester, entering freshmen are given standardized tests in arithmetic, English, spelling, reading, history, and general intelligence.

TRAINING SCHOOLS FOR STUDENT TEACHING

The training schools at the Illinois State Normal University are maintained in order that students may have real teaching experience before they go out into the field. In the elementary curriculums, students are assigned for teaching for an entire half day for one semester. They teach under the supervision of competent supervisors, and before the work is completed they have entire charge of classes and the room. This work provides a great wealth of experience where theory and practice become unified.

Students in the secondary and special curriculums earn eight semester hours of credit during two semesters in student teaching. The actual teaching is done under the supervision of a competent teacher, and full responsibility for the class instruction is required before the work is finished. In addition to the actual teaching, the student is required to do a great deal of observation, assist with home rooms, study halls, checking of attendance, assist in the high school library, and to participate in many other activities required of teachers after they begin work in the field.

FACILITIES FOR STUDENT TEACHING

The campus training schools consist of the University High School with about 250 pupils, the university elementary school with about 270 pupils, and a kindergarten with about 50 pupils. The university has a cooperative arrangement with the kindergarten and elementary school at the Illinois Soldiers and Sailors Children's School. The university also has student teaching arrangements with the Towanda high school and elementary school. The students in the rural curriculum secure their teaching experience in three nearby rural schools.

UNIVERSITY HIGH SCHOOL

The University High School enrolls students from the local community and from the state at large. The pupils in the high school are not required to pay tuition, but there is a fee required that is used for the support of ordinary high school activities such as athletics, school paper, the university moving picture, entertainments, lecture course, and similar activities.

A principal and nine high school teachers gvie personal attention to the pupils habits of study, attendance, conduct, social life, and educational advancement. From fifteen to twenty regular university instructors give part time to instruction in high school classes. Few high schools can offer the wide range of electives and special training provided in the university high school.

Special effort is made to care for the social, literary, artistic, and physical welfare of the pupils. The school maintains debating clubs, literary societies, a student council, athletic board, boys' and girls' glee

clubs, high school band, and a full athletic program. Considerable attention is given to the social training of the pupils by means of school and class parties, banquets, dances, and similar activities that are supervised by the faculty. School plays and dramatic activities are given a prominent place in the school program.

The University High School is accredited by the University of Illinois and by the North Central Association of Colleges and Secondary Schools. Its graduates can enter, without an examination, any of the colleges or universities that admit on certificates of graduation, if due care has been exercised in a choice of high school subjects.

Ample room has recently been provided on the third floor of the Thomas Metcalf Building for a library for use by the high school and the grades. Equipped with the best of furnishings and liberally supplied with books, it plays an important part in enriching the work of both organizations.

UNIVERSITY ELEMENTARY SCHOOL

The University Elementary School occupies the larger portion of the Thomas Metcalf Building. The kindergarten occupies a large unit at the east end of the first floor; the four lower grades occupy training units on the first and second floors; and the four upper grades occupy training units on the third floor. On the first floor there are two large play rooms and the shops in manual training and home economics. Ample play ground facilities are available. The regular staff of the University Elementary School consists of a principal, nine critic teachers, and supervisors of the elementary school. It also has supervisors of music, art, physical education, home economics, manual arts, and nature study. The University physician and the school nurse give daily attention to the health needs of pupils.

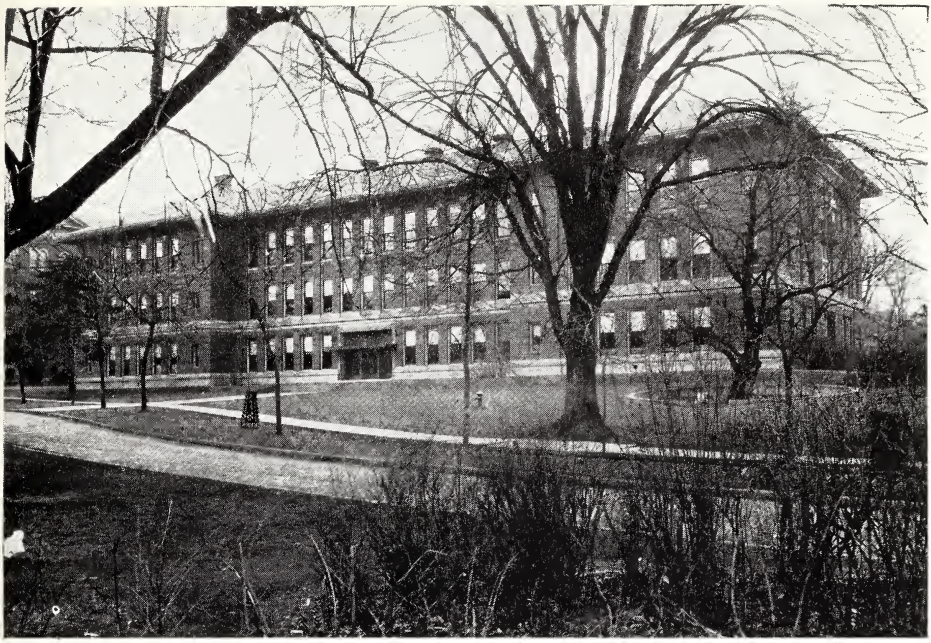
COOPERATING SCHOOLS

ILLINOIS SOLDIERS AND SAILORS CHILDRENS SCHOOL

The Cooperating Elementary School at the Illinois Soldiers and Sailors Childrens School, located a short distance from the campus, is made easily accessible by buses that leave the University grounds every twenty minutes of the school day. This school consists of a kindergarten and the nine grades of the elementary school. It is housed in a modern building which is adequately equipped for teaching the regular subjects, including home economics, manual arts, music and physical education. At present its regular staff consists of a principal, eleven critic teachers, a regular teacher of manual arts, one for home economics, and an elementary supervisor.

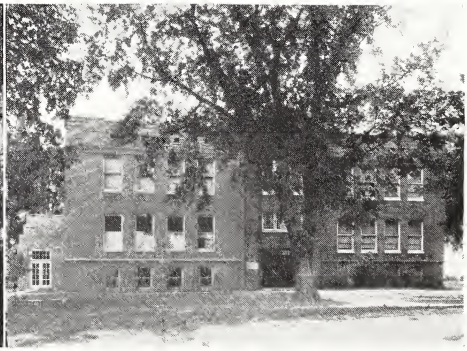
TOWANDA PUBLIC SCHOOLS

An affiliated relationship has been established between the Illinois State Normal University and the Towanda Public Schools on both elementary and high school levels. Student teachers teach in grades one to eight and also in high school, covering all subjects ordinarily found in school systems of this size. An unusually well qualified staff consists of a superintendent and four other teachers in the high school together with four elementary school teachers. Student teachers are transported to and from Towanda by bus.



Thomas Metcalf Building
Elementary Training School and University High School)

Soldiers and Sailors Childrens School
(Affiliated Schools)



Towanda School

STUDENT TEACHING FACILITIES

COOPERATING RURAL SCHOOLS

The Cooperating Rural Schools are conveniently located near the University. The University furnishes transportation for the student teachers in these schools. Ample opportunity is offered students to apply practical rural sociology, help in playground activities, and to become familiar with the basic principles of good teaching methods as they apply in rural school organizations.

ASSIGNMENT OF STUDENT TEACHING

The assignment of students to classes in the elementary curriculums will be taken care of by the director of the training school. The assignment of student teachers to the high school classes will be made by the director of secondary education. Heads of special departments will recommend to the director of secondary education assignments that they think should be made. All arrangements for student teaching for any given semester or summer session should be made at least six weeks before the end of the previous term.

AMOUNT OF TEACHING REQUIRED

The regular amount of student teaching for all curriculums has been given above. Students who have had experience and who have shown a high standard of ability in previous teaching may be given special assignments in remedial instruction or other specialized phases of teaching which will broaden their preparation. The director of the training school, upon recommendation of supervising teachers, may require additional student teaching when it is thought advisable. Student teaching must be continued until competency has been attained, regardless of the time required or the number of credits earned.

REGULATIONS FOR STUDENT TEACHING

1. One semester of residence is required as a prerequisite for assignment to student teaching.

2. Students enrolled in four-year curricula are assigned to student teaching in their senior year.

3. Students enrolled in two-year curricula are assigned to student teaching in their sophomore year.

4. Student teaching is an integral part of the sequence of work in education and the student becomes eligible for student teaching only as the courses which precede it in the sequence have been satisfactorily completed.

5. Assignments to student teaching are made in the same grades or field of work for which the curriculum which the student is pursuing is intended to prepare him. To secure student teaching in another grade or field he must meet the requirements set up in the curriculum which prepares for that type of work.

6. Assignment of students in the division of secondary education is made in both the first and second teaching fields. To be admitted to

any teaching field students are required to offer the same amount of preparation in such subject as is required by the North Central Association for teaching in the high schools of Illinois. The sequence of courses taken must be approved by the director of the division in which the student is enrolled and by the director of secondary education.

7. A student is eligible for student teaching only when he has a scholastic standing required for graduation, i. e., three-fourths of his credits with grades 75 or higher.

8. A student on probation is not eligible for student teaching.

9. All students transferring to the Illinois State Normal Universtiy from other colleges or universities will be required to do one semester of work before being granted the privilege of student teaching. They will be required to have courses in Education that have been commonly called Elementary Psychology, General Method, and one other Education course or the equivalent of three courses now oflered in the freshman year of the two-year curriculums.

It is impossible for students in any two-year curriculum who have not completed their freshman Education courses to carry two such courses at one time. Two sophomore courses may be taken at one time provided the program can be arranged.

In addition to the above requirements, to qualify for student teaching in the elementary curriculums, students will be required to have had subject matter courses in at least five of the following fields: History, Geography, Music, Art, Grammar, Elementary Mathematics, Nature Study (General Biological Science), Children's Literature.

BUREAU OF APPOINTMENTS

The Illinois State Normal University maintains an active program of teacher placement and endeavors to keep in constant touch with the needs and requirements of the schools of the state and with the qualifications of its candidates who are trained for this service. The director of the training schools is the administrative head of this service and cooperates with the directors of divisions in organizing and directing the work of the Appointment Bureau. An appointment secretary works practically full time in actively furthering the service of the Bureau. The University has many calls for rural, kindergarten, elementary, and high school teachers, elementary supervisors, and teachers of special subjects. Students who have made a strong record in their chosen fields and in the training schools are usually in demand. The Bureau attempts to serve both the candidates and the schools of the state by carefully selecting those whom it recommends, with regard to their fitness to satisfy the particular requirements of the schools to which they may go.

Students with degrees and successful experience are frequently in demand for supervisory and administrative positions. Consequently the committee makes an effort to follow up its graduates in order to assist them to the more responsible positions for which their experience and success in the field have especially prepared them.

A carefully organized system of records covering the work of the student in both his academic and professional courses is on file. This has the cooperation and assistance of all members of the faculty who are familiar with the work of the candidates. Confidential information organized in the most approved form for the convenience of school officials is available on short notice.

Student credentials supply the following data relative to each candidate: personal information; teaching experience in the public schools; the curriculum pursued; college hours of preparation in major and minor teaching fields; academic record in college; record in student teaching; personal evaluation by instructors, critic teachers, and by the superintendents under whom the candidates have worked.

The University assists in placing many candidates in desirable positions each year. The institution is anxious to help satisfy the needs of the public schools by preparing efficient teachers and by assisting its candidates to positions for which they are best prepared.

THE SUMMER SESSION

The Teachers College provides a summer term of eight weeks for teachers in service and for students who wish to continue their studies during the summer. The program consists chiefly of the regular courses in the various subjects. All grades of the campus training school and of the Illinois Soldiers' and Sailors' Children's School are in session during the summer term affording model lessons for observation and discussion and opportunity for practice teaching; but such practice teaching may be done only after prerequisite work in education has been accomplished. Credit is given for all satisfactory work and recorded on the books of the institution. A special summer-school announcement is issued in March.

Many of the courses are arranged in a two-year cycle and taught in the summer thus enabling a student to complete the work of one year by attending for four consecutive summers.

Courses in home economics as required by the Smith-Hughes Act are offered in the summer.

The state-wide examination for teachers' certificates is held toward the end of the summer session.

ORGANIZATION AND FUNCTIONS OF THE UNIVERSITY

The University High School and the University Elementary School constitute the Campus Training Schools, used as the laboratories of teacher education. There is also affiliated with the University for student teaching purposes the Cooperating Elementary School at the Illinois Soldiers' and Sailors' Children's School, in Normal, consisting of kindergarten and nine grades. The University also has in affiliation several one-room rural schools.

The Illinois State Normal University is organized into twelve divisions. Each division is a unit of the University in which one or more programs of work, called curricula, are offered for the purpose of preparing teachers for some specific field of teaching service. A unified program of teacher education results from this organization.

Subject groups are groups of courses in a single subject or in several closely related subjects.

Each division includes work in a number of different subject groups. The training school serves as the laboratory of the divisions.

DIVISIONS OF THE UNIVERSITY

In each of the twelve divisions one or more differentiated programs of work leading to a degree are offered. Two-year curricula are organized in some of the divisions. When a student completes four years of work in a given curriculum, he is awarded the bachelor's degree.

The following are the Divisions:

Division of Rural Education
Division of Elementary Education
Division of Upper Grade School Education
Division of Secondary Education
Division of Speech Education
Division of Trade and Industrial Education
Division of Commerce Education
Division of Agricultural Education
Division of Home Economics Education
Division of Music Education
Division of Art Education
Division of Health and Physical Education

PROFESSIONAL SUBJECT MATTER FIELDS

The work of the twelve divisions is found in fifteen professional subject matter fields. In each of these fields a sufficient number of

college courses is offered to provide all of the work needed for the preparation of teachers for that field. Every subject offered in the University is professionalized in the sense that its content is organized with reference to the needs of teachers.

The following are the subject matter fields:

AGRICULTURE

ART

BIOLOGICAL SCIENCE

COMMERCE

ENGLISH

FOREIGN LANGUAGE
- French
- German
- Latin

GEOGRAPHY AND GEOLOGY

HEALTH AND PHYSICAL EDUCATION

HOME ECONOMICS

INDUSTRIAL ARTS

MATHEMATICS

MUSIC

PHYSICAL SCIENCE
- Chemistry
- Physics

SOCIAL SCIENCE
- Economics
- History
- Political Science
- Sociology

SPEECH

CURRICULA AND COURSES

The Teachers College provides for high-school graduates curricula two years and four years in length for kindergarten teachers, primary teachers, intermediate grade teachers, upper grade teachers, rural-school teachers, and curricula four years in length for teachers of agriculture, art, biological science, commerce, English, foreign language, geography and geology, health and physical education, home economics, industrial arts, mathematics, music, physical science, social science, and speech.

All four-year curricula lead to the professional degree, Bachelor of Education.

ADMISSION TO GRADUATE SCHOOLS

Graduates of any four year curriculum who have completed the equivalent of 20 semester hours in any subject in addition to the required work in education are admitted to the graduate school of the University of Illinois without condition.

PREPARATION FOR RURAL SCHOOL SERVICE

Rural teachers of strong personality and who have also acquired adequate training are in demand. Better trained teachers in Illinois are needed for the 10,000 one-room schools, for the 100 consolidated schools, for the 1,000 village schools and for the 500 community high schools in the state. The offices of the rural helping teacher and the county superintendent of schools are becoming professionalized. The Division of Rural Education offers preparation for these positions.

Students are permitted to observe and do student teaching in three cooperating rural schools located near Bloomington. Transportation is furnished at no expense to the student. A trained supervisor is in charge of student teaching. Plans are being made for the securing of a larger school unit for observation and demonstration purposes.

It is believed that the field of teaching in the rural school offers the greatest opportunity to render service which is available today. County superintendents are beginning to aid rural school boards in the selection of trained teachers. The greatest need for greater numbers of beginning teachers is in the rural school and there is a great need for more help in supervision in this same field.

TEACHING FIELDS

There are nineteen teaching fields, one of which must be chosen as the first teaching field in which the student will take a prescribed sequence of work. The teaching fields in the elementary school are non-departmentalized. In preparation for teaching general or special subjects in the junior or senior high school students must choose a departmental sequence. Except in preparation for teaching in the elementary school

some work in a second and often in a third field, as described elsewhere, is chosen.

The subject matter fields are as follows:

I. Rural School Subjects (Non-departmentalized)
II. Kindergarten-Primary Subjects (Non-departmentalized)
III. Intermediate Grade Subjects (Non-departmentalized)
IV. Upper Grade Subjects (Non-departmentalized)
V. Biological Science
VI. English (literature and English expression)
VII. Foreign Language (Latin, German, French)
VIII. Geography and Geology
IX. Mathematics
X. Physical Science (physics, chemistry)
XI. Social Science (history, economics, sociology, political science)
XII. Agriculture
XIII. Art
XIV. Commerce
XV. Health and Physical Education
XVI. Home Economics
XVII. Industrial Arts
XVIII. Music
XIX. Speech

The time usually required to secure a diploma is two years and the period normally needed to earn a degree four years, but the time may be longer or shorter depending upon the student.

Great flexibility is a feature of the requirements, for students are allowed to select, under guidance, the fields of teaching for which they will prepare themselves and a great many different combinations of subjects are thus possible on account of the great variety of positions in the instructional organization of the public school system.

REQUIREMENTS FOR THE DEGREE

GENERAL REQUIREMENTS

A bachelor's degree is granted in each of the several divisions of the University, based upon completion of a program of work normally requiring four years of study. The degree is that of Bachelor of Education, which is believed to be the most significant degree to be conferred at the end of a professional curriculum designed to prepare for teaching. The entire work of the University is devoted to the preparation of teachers and the various curricula are professional in nature designed wholly for that purpose.

The requirements for graduation with the degree of Bachelor of Education call for certain specified courses, included in eight groups as indicated below. Each student must complete these specified group requirements, including preparation in the subject matter of a first teaching field and a second teaching field, as well as in that of a third teaching field, when that is possible. No student will lose credits because of the adoption of new curricula by the institution, provided he continues in the curriculum originally chosen.

OUTLINE OF THE GENERAL CURRICULUM

The General Curriculum as outlined is made the basis of all of the four-year curricula except the one for elementary grade teachers. This outline indicates the requirements which are uniform in all divisions and it sets forth in a general way the objectives and purposes of the various requirements.

The General Curriculum has sufficient flexibility to permit differentiation of preparation. Students are able to prepare themselves to teach in different units of the school system and different combinations of subjects within a given unit. There are four major fields in the General Curriculum, which, with their objectives, are as follows:

A. Education and Educational Psychology: planned to bring educational theory and practice into a functional unity and to serve as the integrating factor in the entire curriculum.

B. Cultural Background: encompassing all essential elements of our modern life, designed for the general development of the individual and pointed toward his life as a member of society.

C. Professional Scholarship: giving special emphasis to the student's teaching subjects, chosen as preparation for teaching in some unit of the school system and dealing with the background for the culture materials for pupil life.

D. Recreation and Health

The General Curriculum is outlined under these four heads and is comprehended in eight groups. Education and Educational Psychology includes Group I; Cultural Background, Groups II, III, IV, V, and VI; Pro-

fessional Scholarship, Group VII; Recreation and Health, Group VIII. The requirements in each of the eight groups are outlined as follows:

A. EDUCATION AND EDUCATIONAL PSYCHOLOGY

GROUP I. EDUCATION AND EDUCATIONAL PSYCHOLOGY, 34 Hours.

Sophomore year: Educational Psychology 115, 3 hours; American Public School 111, 3 hours.

Junior year: High School Problems 220, 3 hours; General Method 222, 3 hours; Education or Psychology Electives, 4 or 5 hours.

Senior year: Student Teaching, 8 hours; Philosophy of Education 203, 3 hours; Education or Psychology Electives, 5 or 6 hours.

B. CULTURAL BACKGROUND

Every student in a four-year curriculum takes the following sequence of courses or their equivalent which have for their objective the interpretation of contemporary civilization and culture, all with world implications: a) General Literature and English Expression, dealing chiefly with contemporary literature; b) Contemporary Civilization; c) History of Civilization and Culture; d) Natural Science in Modern Life; e) General Psychology; f) Art and Music Appreciation.

GROUP II. ENGLISH LANGUAGE AND LITERATURE, AND FUNDAMENTALS OF SPEECH, 8 hours.

GROUP III. SOCIAL SCIENCE, 12 hours.

a. Contemporary Civilization, 6 hours.

b. History of Civilization and Culture, 6 hours.

GROUP IV. NATURAL SCIENCE IN MODERN LIFE, 9 hours.

GROUP V. GENERAL PSYCHOLOGY, 3 hours.

GROUP VI. ART AND MUSIC APPRECIATION, 2 hours.

C. PROFESSIONAL SCHOLARSHIP

GROUP VII. SUBJECT MATTER OF THE STUDENT'S TEACHING FIELDS.

The specific requirements of the various teaching fields will be found preceding the description of courses in the respective fields.

D. RECREATION AND HEALTH

GROUP VIII. RECREATIONAL ACTIVITIES AND HYGIENE, 6 hours.

a. Recreational Activities (Two hours a week throughout the freshman year.)

b. Games and Sports (Two hours a week throughout the sophomore year.)

c. Social and Personal Hygiene (two hours a week throughout one semester in the freshman year.)

PROVISIONS CONCERNING ELECTIVES

In the curricula which follow on succeeding pages, the "core" of all four-year curricula is the same. Wherever the word "Electives" occurs, the reference is not to free electives but to choice of an elective group which, after being chosen, must be followed. The choice of the student's first teaching field determines the curriculum in which he is to be registered.

FINAL SELECTION OF A CURRICULUM

Students make a tentative choice of a curriculum at entrance. During Freshman Days they receive advice and are given guidance by their directors and other members of the faculty. Since most of the freshmen work in all four-year curricula is identical for all students, a student may change his curriculum or his first teaching field at the end of the freshman year without loss of time. The single year's work taken in the first teaching subject in the freshman year may constitute a free elective. By careful planning students who change from one curriculum to another at the end of the freshman year are able to complete the requirements of any four-year curriculum in the remaining three years.

Since the time is so brief in the case of two-year curricula, it is impossible to change from one curriculum to another after the first semester of the freshman year without loss of time.

TEACHERS' CERTIFICATES

The Illinois State Normal University prepares teachers for all types of positions in the public schools of Illinois and the curricula are organized to conform to the Illinois Certification Law. Section Six of the law, which pertains to issuance of Limited State Certificates, follows:

1. A limited supervisory certificate shall be valid for four years for teaching and supervising in any and all grades of the common schools. It shall be issued to the persons who have completed 120 semester hours of work in a recognized higher institution of learning including 15 semester hours in education and who have taught successfully for four years in the common schools. It shall be renewable for a period of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning and who have taught successfully for four years in the common schools. The examination shall include English, educational psychology, sociology, the principles and methods of teaching and school administration. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours and a second time upon certified evidence that the applicant has completed the require-

ments for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

2. A **limited high school certificate** shall be valid for four years for teaching and supervising in the higher six grades of the common schools. It shall be issued to graduates of a recognized higher institution of learning with a bachelor's degree whose college credits shall include the following: Fifteen semester hours in education, and electives sufficient to make up 120 semester hours. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 60 semester hours of work in a recognized higher institution of learning. The examination shall include English, educational psychology, the principles and methods of secondary education and seven high school subjects chosen from a list prescribed by the examining board, one subject shall be chosen from each of the following groups: (1) Mathematics, (2) history, (3) science, (4) foreign language or English literature, or American literature. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 90 semester hours, and a second time upon certified evidence that the applicant has completed the requirements for a bachelor's degree in a recognized higher institution of learning with a minimum of 120 semester hours. Thereafter it shall be renewable for periods of four years upon successful teaching experience and professional growth.

3. A **limited special certificate** shall be valid for four years for teaching and supervising the special subject or subjects named in the certificate in any and all grades of common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 12 semester hours in education and 20 semester hours in each subject named in the certificate. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

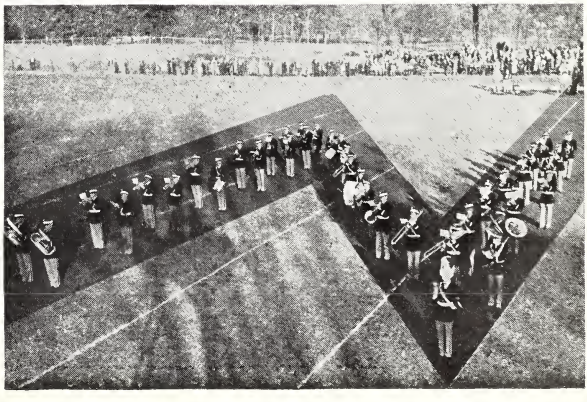
This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning. The examination shall include English, the principles and methods of secondary education and the special subject or subjects named in the certificate. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning including not less than 20 semester hours in each of the special subjects named in the certificate. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

4. A **limited kindergarten-primary certificate** shall be valid for four years for teaching and supervising in the kindergarten and in the first

Fell Memorial Gate
(East Entrance to Campus)

Maplewood Country Club
(Available to I.S.N.U. Students)

Student Lounge
(One of Four Rooms)



The I.S.N.U. Field Band
(One of Many Unique Formations)

SOME OF THE ATTRACTIONS
AT I.S.N.U.

and second grades of the common schools. It shall be issued to graduates of a recognized kindergarten-primary training school who have completed 60 semester hours of work in such institution. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized kindergarten-primary training school. The examination shall include English and the theory and practice of kindergarten and primary work. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed the remaining 30 semester hours of work required for graduation from a recognized kindergarten-primary training school. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

5. A **limited elementary school certificate** shall be valid for four years for teaching and supervising in the lower ten grades of the common schools. It shall be issued to persons who have completed 60 semester hours of work in a recognized higher institution of learning including 10 semester hours in education, 5 of which shall be practice teaching. It shall be renewable for periods of four years upon successful teaching experience and professional growth.

This certificate shall be issued upon a successful examination to applicants who have completed 30 semester hours of work in a recognized higher institution of learning including 5 semester hours in education. The examination shall include: Physiology, penmanship, grammar, reading, orthography, geography, History of the United States, Illinois history and civics, arithmetic, the State course of study, principles and methods of teaching, general science, algebra, English, European history, and two of the five sciences: botany, zoology, physics, chemistry and physiography. When obtained by examination this certificate shall be renewable once upon certified evidence that the applicant has completed a total of 60 semester hours of work in a recognized higher institution of learning. Thereafter, it shall be renewable for periods of four years upon successful teaching experience and professional growth.

Any student interested in securing a life certificate may obtain the necessary information by consulting the dean or the registrar. These certificates, however, may not be secured with less than four years of teaching experience, two of which shall have been in Illinois.

Teachers holding provisional certificates secured in exchange for second grade certificates and who wish to earn the 48 quarter hours necessary to obtain a limited state elementary certificate are admitted to any state teachers college in Illinois with the same privileges and limitations accorded to high-school graduates and must meet all high-school entrance requirements before these credits may be applied toward graduation

OUTLINES OF THE CURRICULA

DIVISION OF RURAL EDUCATION

TWO-YEAR CURRICULUM FOR TEACHERS OF RURAL SCHOOLS

Leading to Diploma and State Limited Elementary Certificate

FRESHMAN YEAR

First Semester	Semester Hours
Introduction to Elementary Education 101	3
Supervised Observation 103	2
English Composition 111	3
Arithmetic 104	3
Music 103	2
Introduction to Art 101	2
Recreational Activity 101	1
Hygiene 105	2
	18

Second Semester	
Psychology and Elementary School Methods 102	3
Introduction to Curricular Materials 104	2
Introduction to Literature 112	3
American History 115	3
Principles of Human Geography 101	3
Health Education 108	2
Recreational Activity 102	1
	17

SOPHOMORE YEAR

First Semester	
Curricular Problems 105	3
Reading Method 107	2
Elementary Agriculture 101	3
Social and Economic Organization 161	3
Functional English Grammar 105	3
Natural Science 101	2
Recreational Activity 103	1
	17

Second Semester	
Problems in Classroom Teaching 106	3
Student Teaching 110	8
Children's Literature 104	2
Natural Science 102	2
Recreational Activity 104	1
	16

Students who pursued the rural curriculum for two years and secure an urban position should take the second course in history and geography during the summer term.

DIVISION OF ELEMENTARY EDUCATION

TWO-YEAR CURRICULUM FOR TEACHERS OF KINDERGARTEN-PRIMARY GRADES

Leading to Diploma and State Limited Kindergarten-Primary Certificate or State Limited Elementary Certificate

FRESHMAN YEAR	Semester Hours
First Semester	
Introduction to Elementary Education 101	3
Supervised Observation 103	2
English Composition 111	3
American History 115	3
Principles of Human Geography 101	3
Natural Science 101	2
Recreational Activity 101	1
	17
Second Semester	
Psychology and Elementary School Methods 102	3
Introduction to Curricular Materials 104	2
Introduction to Literature 112	3
American History 116	3
Introduction to Art 101	2
Primary Music 101	2
Hygiene 105	2
Recreational Activity 102	1
	18
SOPHOMORE YEAR	
First Semester	
Curricular Problems 105	3
Reading Method 107	2
Children's Literature 101	3
Health Education 108	2
General Regional Geography 102	2
Art Processes 102	2
Primary Music 102	2
Recreational Activity 103	1
	17
Second Semester	
Problems in Classroom Teaching 106	3
Student Teaching 110	8
Arithmetic 101	2
Natural Science 102	2
Recreational Activity 104	1
	16

Students who pursued the primary curriculum and secure a position in a rural school should take the courses in Elementary Agriculture and Social and Economic Organization (Rural Sociology) during the summer.

TWO-YEAR CURRICULUM FOR TEACHERS OF INTERMEDIATE GRADES

Leading to Diploma and State Limited Elementary School Certificate

FRESHMAN YEAR

First Semester	Semester Hours
Introduction to Elementary Education 101	3
Supervised Observation 103	2
English Composition 111	3
American History 115	3
Introduction to Art 101	2
Music 103	2
Hygiene 105	2
Recreational Activity 101	1
	18

Second Semester	
Psychology and Elementary School Methods 102	3
Introduction to Curricular Materials 104	2
Introduction to Literature 112	3
American History 116	3
Principles of Human Geography 101	3
Health Education 108	2
Recreational Activity 102	1
	17

SOPHOMORE YEAR

First Semester	
Curricular Problems 105	3
Reading Method 107	2
Children's Literature 102	3
Arithmetic 102	3
Functional English Grammar 105	3
Natural Science 101	2
Recreational Activity 103	1
	17

Second Semester	
Problems in Classroom Teaching 106	3
Student Teaching 110	8
General Regional Geography 102	2
Natural Science 102	2
Recreational Activity 104	1
	16

Students who pursued the intermediate curriculum and secure a position in a rural school should take the courses in Elementary Agriculture and Social and Economic Organization (Rural Sociology) during the summer.

TWO-YEAR CURRICULUM FOR TEACHERS OF UPPER GRADES

Leading to Diploma and State Limited Elementary School Certificate

FRESHMAN YEAR

First Semester

	Semester Hours
Introduction to Elementary Education 101	3
Supervised Observation 103	2
English Composition 111	3
American History 115	3
Principles of Human Geography 101	3
Natural Science 101	2
Recreational Activity 101	1
	17

Second Semester

Psychology and Elementary School Methods 102	3
Introduction to Curricular Materials 104	2
Introduction to Literature 112	3
American History 116	3
Introduction to Art 101	2
Music 103	2
Hygiene 105	2
Recreational Activity 102	1
	18

SOPHOMORE YEAR

First Semester

Curricular Problems 105	3
Reading Method 107	2
Children's Literature 103	3
Arithmetic 103	3
Functional English Grammar 105	3
Health Education 108	2
Recreational Activity 103	1
	17

Second Semester

Problems in Classroom Teaching 106	3
Student Teaching 110	8
General Regional Geography 102	2
Natural Science 102	2
Recreational Activity 104	1
	16

Students who pursued the upper grades curriculum and secure a position in a rural school should take the courses in Elementary Agriculture and Social and Economic Organization (Rural Sociology) during the summer.

FOUR YEAR ELEMENTARY CURRICULUM

1935-36

Leading to the Degree of Ed. B. and State Limited Elementary Certificate

FRESHMAN YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
English Composition 111	3	Introduction to Literature 112	3
Contemporary Civilization 111	3	Contemporary Civilization 112	3
Intro. to Biological Sci. 110	3	Intro. to Earth Science 110	3
General Psychology 111	3	Intro. to Physical Science 110	3
Fundamentals of Speech 110	2	Hygiene 105	2
Intro. to Art 101	2	Music 103	3
Recreational Activities 101	1	Recreational Activities 102	1
	17		17

SOPHOMORE YEAR

Hist. of Civil. and Culture 113	3	Hist. of Civil. and Culture 114	3
American Public School 111	3	Elementary School Problems 108	3
Art Appreciation 107	1	Music Appreciation 107	1
Functional-English Grammar 105	2	Children's Literature	3
Commercial Geography 113	2	Geography — study of one continent	2 or 3
Health Education 108	2	Arithmetic	3
Art Crafts	2	Recreational Activities 104	1
Recreational Activities 103	1		
	16		16 or 17

JUNIOR YEAR

Classroom and Curr. Prob. A	3	Classroom and Curr. Prob. B	3
Directed Observation and Parti	2	Reading Method 107	2
Music Educ. in Elem. School	2	Elective in Education	2
Political Institutions in Ill.	2	English Lit. Elect. 1 of 6 courses	3
Gen. Biol. and Phys. Sci. 221	2	Gen. Biol. and Phys. Sci. 222	2
American History	3	Elective	4
Elective	2	Rec. Act. for Elem. Schools	1
Rec. Act. for Elem. Schools	1		
	17		17

SENIOR YEAR

Student Teach. (½ day)	8	Philosophy of Education 203	3
Elective in Education	2	Elective in Education	2
Elective	5	Teaching of Speech	2
	15	Art—Drawing	2
		Home Econ.—Foods and Clothing	2
		Electives	4 to 6
			15 to 17

The Freshman year of this curriculum will go into effect September, 1935. The other three years will be revised, improved, and put into operation September, 1936. Students who have completed two years or more in any elementary curriculum and are working toward a degree will have their course of study arranged by their advisors, in conformity with the outline on the next page.

OUTLINE OF COURSES FOR JUNIORS AND SENIORS WHO ARE GRADUATES OF TWO YEAR CURRICULUMS

Leading to the Degree of Ed. B. and State Limited Elementary Certificate

JUNIOR

FIRST SEMESTER	Semester Hours
Reading Method 107	2
Children's Literature 201	3
Adv. Nature Study 221	3
Geography Elective	2-3
*Electives	5-6
	16

SECOND SEMESTER	
Education Elective	2-3
Child. Liter. 202 or an English Elective	3
Applied Nature Study 222	3
History Elective	2-3
*Electives	4-6
	16

SENIOR

FIRST SEMESTER	
Student Teaching (2 hrs. per day)	3
Economics or Political Science	2-3
Teaching of Speech 211	2
English Elective	3
*Electives	4-6
	16

SECOND SEMESTER	
Sociology Elective	2-3
Advanced Writing 161 or Journalism 165 or Public Speaking	2-3
Introduction to Philosophy 251 or Philosophy of Education 203	3
*Electives	7-9
	16

*Electives do not include courses in Education or Psychology.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 semester hours.

The amount of student teaching required on the part of graduates of two year curriculums may be changed to meet the needs of the individual student.

FOUR-YEAR CURRICULUM FOR SECONDARY SCHOOL TEACHERS AND PRINCIPALS

Leading to the Degree of Ed. B. and State Limited Secondary School Certificate

FRESHMAN YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
English Composition 111	3	Introd. to Literature 112	3
Contemporary Civilization 111	3	Contemporary Civilization 112	3
Introd. to Biological Sci. 110	3	Introd. to Earth Science 110	3
General Psychology 111	3	Introd. to Physical Sci. 110	3
Elective	3 or 4	Elective	3 or 4
Fundamentals of Speech 110	2	Hygiene 105	2
Recreational Activities 101	1	Recreational Activities 102	1
	18 or 19		18 or 19

SOPHOMORE YEAR

Hist. of Civil. and Culture 113	3	Hist. of Civil. and Culture 114	3
Educ. Psychology 115	3	American Public School 111	3
Electives	9 or 10	Electives	9 or 10
Art Appreciation 107	1	Music Appreciation 107	1
Recreational Activities 103	1	Recreational Activity 104	1
	17 or 18		17 or 18

JUNIOR YEAR

High School Problems 220	3	General Method 222	3
Education or Psych. Elective	2 or 3*	Education or Psych. Elective	2 or 3*
Electives	10 or 11	*Electives	10 or 11
	15-17		15-17

SENIOR YEAR

Student Teaching 210	4	Student Teaching 210	4
Philosophy of Education 203	3	Educ. or Psychology Electives	3 or 2*
Educ. or Psychology Electives	2 or 3*	Electives	6
Electives	6		13-12
	15-16		

*Minimum of Education or Psychology electives required, 9 hours; maximum permitted, 11 hours.

Forty-three semester hours of the Junior and Senior years must be in courses numbered over two hundred.

Minimum requirement for graduation, 128 hours.

REQUIREMENTS GOVERNING CHOICE OF ELECTIVES

CURRICULUM FOR SENIOR HIGH SCHOOL TEACHERS

Students in the curriculum for senior high school teachers choose their electives with the purpose of preparing themselves for their several teaching fields. Each student must select a first teaching field and a second teaching field and, when possible, a third teaching field, and in each take a sequence of courses which prepares him to teach in that field. The particular courses are prescribed. The courses which he is required to take represent the minimum.

In the division of secondary education, there are seven teaching fields as follows:

1. Biological Science
2. English (literature and English expression)
3. Foreign Language (French, German, Latin)
4. Geography and Geology
5. Mathematics
6. Physical Science (physics, chemistry, geography)
7. Social Science (economics, geography, history, political science, sociology)

In the freshman year students devote most of their time to the subjects prescribed in the General Curriculum for all teachers. At the same time they begin the study of their first teaching field.

In the sophomore year students take a second year's work in the field elected in the freshman year; at the same time they begin the study of the second teaching subject, which may be one of the beginning courses offered in the freshman year, not already taken, or a beginning course in one of the following special fields:

1. Agriculture
2. Art
3. Commerce
4. Health and Physical Education
5. Home Economics
6. Industrial Arts
7. Music
8. Speech

The choice of the second and third teaching subjects and the courses to be taken in those fields must be approved by the director of the division. Students are given careful guidance by their directors in terms of the teaching combinations found in the high schools of the state.

The studies of the General Curriculum are counted toward the required amount of work in the first teaching field and the second teaching field, so that a student who chooses English, natural science, or social science, is able to add a third teaching subject or to devote additional time to those already chosen. Most students are urged to secure some work in a third teaching subject.

FOUR YEAR SPECIAL CURRICULA

The four year special curricula in Agriculture, Art, Commerce, Home Economics, Industrial Education, Music, Physical Education for Men, Physical Education for Women, and Speech have the same core as has the curriculum for secondary school teachers (p. 68). Students in these curricula may utilize the courses required in Contemporary Civilization, History of Civilization, Natural Science, and English, amounting in all to 27 semester hours, with additional work in one or more of these fields, to secure sufficient preparation to teach a second and, in some cases, a third subject.

COURSES OF INSTRUCTION

Definition of Credit—For credit purposes each course is assigned "semester hour" value, each "semester hour" representing one period of prepared class work per week for one semester.

A single class period is fifty minutes in length and a double period one hundred minutes. Two double periods of unprepared work are rated the same as one single period of class work requiring one additional hour of outside preparation.

Courses of Upper and Lower Level.—The various courses are of two different grades as far as progressive advancement is concerned.

A. Freshmen and Sophomore Courses. These are the comprehensive introductory courses in the various subjects offered in the freshman, or sophomore year. These courses are numbered 100-199. Sophomores, juniors and seniors, in some cases, may take these courses but only a limited number of freshman and sophomore courses may be counted for graduation when taken by juniors and seniors.

B. Courses Open Only to Juniors and Seniors. These are advanced intensive courses and are not open to freshmen and sophomores. They are numbered 201-299. Two-thirds of all of the work of the junior and senior years must be in these courses.

Course Credit.—The semester during which a course is given is indicated by a Roman numeral placed after the number and title of the course, I for the first semester, II for the second semester. A number in parentheses shows the credit value in semester hours.

The following designations are used:

I (3): a course carrying three semester hours credit, given in the first semester.

II (3): a course carrying three semester hours credit, given in the second semester.

I (3) or II (3): a course which is offered each semester.

I (4) and II (4): courses which follow in sequence, one description covering the two courses.

Prerequisites are listed when required.

AGRICULTURE

Students taking Agriculture as a first teaching field take as a minimum the following courses: Agriculture 111, 112, 115, 116, 121, 122, 128, 214, 229, 237, and a choice of either 218 or 228. Total: 32 hours.

Students who wish to qualify under the Smith Hughes Law must have a minimum of 52 semester hours of technical Agriculture. Such students take the following courses: Agriculture 111, 112, 115, 116, 121, 122,

125, 128, 225, 228, 229, 232, 237, and additional courses to make the total of 52 semester hours chosen from the following courses: Agriculture 211, 212, 213, 214, 216, 218, 221, 223, 234; Biology 201, 205, 206, 211, 212, 214; Industrial Arts 221, 232; General Biological Science 111, instead of Introduction to Biological Science 110.

Students taking Agriculture as a second teaching field take as a minimum the following courses: Agriculture 111, 112, 115, 116, 121, 122, and additional courses chosen from the remaining electives in Agriculture to make a total of at least 20 semester hours.

Students taking Agriculture as a third teaching field take as a minimum the following courses: Agriculture 111, 112, 115, 116, 121, 122 and additional courses chosen from the remaining electives in Agriculture to make a total of at least 20 semester hours.

101. Elementary Agriculture—I—(3) or II—(3)

An introductory course for rural school teachers. It is designed to orient the student in a broad way in the subject. Topics studied are: project work, 4-H clubs, agricultural organizations, cooperative marketing, soils, crops, breeds of live stock, feeds, farm management, etc.

111. General Agriculture—I—(3)

This course is designed to acquaint the students who are majoring in agricultural education with the cardinal points of the whole field of study. The work of the course deals largely with the history and importance of agriculture; the importance, uses and cultural methods of the leading field crops and a study of cattle, horses, sheep and swine with reference to types, breed characters and their economic importance on the farm. This course deals with a number of important points pertaining to the subject of feeds and the feeding of farm animals such as: nutrients and their functions, digestibility, feeding standards, balanced rations, nutritive rations, etc.

112. General Agriculture—II—(3)

This course deals with important topics within the fields of horticulture, gardening, marketing, agricultural organizations and poultry, such as: kinds and importance of leading fruits, pruning, spraying, planning the garden, hotbed, combating weeds and other pests, types and breeds of poultry, feeding and housing, marketing services, cooperative marketing, market pools, storage facilities and functions, grange, farm bureau, United States Department of Agriculture, etc. Also considerable time is devoted to the study of the physical properties and management of soils under such topics as: composition and function, texture and structure, kinds and functions of soil water, soil air, soil temperature, objects of cultivation, elements of fertility, erosion control, etc.

115. Animal Husbandry—I—(3)

A study of the origin, development and improvement of cattle, horses, poultry, sheep, and swine; the character and form of various farm animals,

as affecting their capacity for production of milk, speed, work, eggs, wool and meat; identification of types and breeds coupled with judging of farm animals.

This course includes the study of the various classes and grades of all kinds of farm animals; the handling and selling of live stock at the large centralized markets, together with market reports and demands in order to utilize information regarding markets to best advantage.

Prerequisite: Agriculture 111 and 112.

116. Animal Husbandry—II—(3)

A study of the classes of feeds, nutrients, and their functions in the animal body. The nature and extent of demands for feeds for maintenance, growth, fattening, milk, wool, and work. Choice of feeds and the compounding of rations. The care and management of the various kinds of live stock is an important part of the course.

Prerequisite: Agriculture 111 and 112.

121. Grain and Forage Crops—I—(3)

A study of the methods of planting and cultivating the various cereal and forage crops; the selection and storage of seed, the treatment for fungous diseases, insect pests and weeds common to the cereal and forage plants, the conservation of the water supply for cereal and forage crops and the curing and marketing of hay.

Prerequisite: Agriculture 111 and 112.

122. Soil Physics—II—(3)

A study of the formation and classification of soils; hygroscopic, capillary, and gravitational water; the effects of drainage and color of soils on soil temperature; the granulation and puddling of soils; the preparation of seed bed and the proper tillage and rotation for the various crops.

Prerequisite: Agriculture 111 and 112.

125. Orchard Crops—I—(3)

A study of plant propagation, pruning, spraying, cultivation, fertilization, selection of varieties, harvesting and marketing, and of injurious insects and fungous diseases of the apple, peach, pear, plum, cherry, grape, brambles, and bush fruits.

Prerequisite: Agriculture 111 and 112.

128. Vegetable Crops—II—(3)

This course deals with the cultural and temperature requirements of the various kinds of vegetables commonly grown in this region. Some of the important topics to be considered are: Types of vegetable growing, soil, location, seed supply and vitality, moisture, temperature, fertilizers, tools, time of planting, transplanting, hot beds and cold frames, insect and disease control, factors influencing quality of vegetables, harvesting, storage, etc. The aim shall be to emphasize principles rather than mere details of practice.

Prerequisite: Agriculture 111 and 112.

211. Agricultural Economics—I—(3)

Study of the characteristics and classification of land; the present and future utilization of urban and agricultural land; forest and mineral land; property rights in water; ownership of land; land credit and land values; policies of land settlement and development, and of land taxation.

Prerequisite: Agriculture 111 and 112.

212. Agricultural Economics—II—(3)

A study of the present day agricultural economics, its place in the national economy, relief programs, effect of surplus on prices and incomes; price raising schemes by government action; individual and cooperative adjustment and proposed reforms for agriculture.

Prerequisite: Agriculture 111 and 112.

213. Farm Management—I—(3)

A course in locating fields, lots and buildings, farm equipment, the distribution and use of farm labor and capital, the cropping systems, the marketing of farm products and the keeping of farm accounts.

Prerequisite: Agriculture 111 and 112.

214. Marketing Agricultural Products—II—(3)

An attempt is made to follow up a recent wide interest in that phase of economics known as marketing. A careful study is made concerning processes necessary, the machinery of markets, price-making forces, reasons for existing practices, marketing services, cooperative marketing and agricultural credit facilities.

Prerequisite: Agriculture 111 and 112.

216. Farm Accounting—II—(2)

This course is a study of the application of accounting principles and forms to the farm business. Especial attention will be given to farm financial records, feed records, labor records, production records, breeding records, inventories, and methods of determining live stock and crop production costs.

Prerequisite: Agriculture 111 and 112.

218. Dairying—II—(3)

A course in the operation of Babcock machine, the testing of herds, feeding and management of herds and the testing of milk, cream, butter, cheese, and ice cream for butter fat, acid, bacteria casein and adulterants.

Prerequisite: Agriculture 111 and 112.

221. History of Agriculture—I—(2)

A study of the agriculture of people of many lands of other times. Thoughtful consideration is spent in tracing the main influences which have given rise to the modern art and science of agriculture.

Prerequisite: Agriculture 111 and 112.

Home Management House
(Used by Home Economics Department)

University Farm
(A Laboratory for the Agriculture Department)

223. Agricultural Organizations—I—(2)

The purpose of this course is to make a careful analysis of the forms, objectives and influences of public and private agricultural organizations in the United States. Some leading organizations to be considered are: Federal and state departments of agriculture, experiment stations, farm-bureaus, granges, organizations under the Smith-Hughes law, etc.

Prerequisite: Agriculture 111 and 112.

225. Swine—I—(3)

A study of breeds of swine, selection of breeds, care and management of breeding herd, the care and feeding of growing and fattening pigs, marketing, diseases, parasites, McLean County Hog Sanitation Program and principles of selecting and judging swine for breeding and marketing.

Prerequisite: Agriculture 115 and 116.

228. Poultry—II—(3)

Selection of building site, housing, fixtures for poultry houses, and yarding, choosing of breeds; management, feeding and improvement of laying and breeding flock; selection, care and incubation of eggs; brooding and growing chicks; marketing of products; prevention and treatment of diseases of chickens; also raising of ducks, geese, and turkeys.

Prerequisite: Agriculture 111 and 112.

229. Livestock Judging—I—(2)

A careful study is made of the fundamentals of live stock judging and its relation to production, marketing and showing. Individual scoring and comparative judging will be practiced. Other topics to receive attention are: show-ring practices, judging contests and breed and variety characters.

Prerequisite: Agriculture 115 and 116.

232. Farm Mechanics—II—(3)

A study of the power and field machines for the various types of farm operations together with materials for construction of buildings and fencing, land improvement and building equipment.

234. Landscape Architecture—II—(2)

This course deals with the arrangements and planting of flowers, shrubs, trees and vines needed for the proper decoration of farmstead, home and school grounds, also, control of diseases and pests, cultivation and pruning.

Prerequisite: Agriculture 111 and 112.

237. Agricultural Method—I—(3)

A practical analysis and study is made of the instructional problems involved in the teaching of agriculture in rural schools and in the non-vocational and vocational high schools. Emphasis is placed upon the proper organization and use of reference material and data from the agricultural experiment stations and research laboratories, illustrative materials, special

and general equipment, lesson planning, farm and community surveys, use of job analysis, project supervision, organization of curricula and agricultural courses in the high school, laboratory and shop methods, field trips and the extension activities of the agriculture teacher.

Prerequisite: Agriculture 111 and 112.

ART

Students taking Art as a first teaching field take as a minimum the following courses: Art 107, 111, 112, 113, 115, 116, 118, 124, 127, 211, 212, 223, 224, 235, 236. Total: 35 hours.

Students taking Art as a second teaching field take as a minimum the following courses: Art 107, 111, 112, 115, 116, 211, 212, 235 and additional courses chosen from the remaining electives in Art to make a total of 22 semester hours.

Students taking Art as a third teaching field take as a minimum the following courses: Art 107, 111, 112, 115, 116, 235 and additional courses chosen from the remaining electives in Art to make a total of 16 semester hours.

101. Introduction to Art—I—(2) or II—(2)

The course is planned to give students an opportunity to understand essential art principles through individual experimentation with charcoal, wax crayons, and opaque paint. Adult expressions in line, pattern, color, and representation are compared and contrasted with children's use of art materials.

102. Art Processes—I—(2) or II—(2)

A course for primary kindergarten curriculum. This continues the study of art through experiences in processes used by little children. Such processes as modeling, making pottery, weaving, and toy making are studied.

Prerequisite: Art 101.

202. Art Structure—II—(2)

This course deals with lettering and design as used in the elementary school. Students study various letter forms including manuscript writing, also the principles of design and color through original creative problems.

Prerequisite: Art 102.

204. Adv. Drawing—II—(3)

Advanced study of human figures, and composition as involved in children's story illustration, the making of posters, and the planning of children's dramatizations.

Prerequisite: Art 102.

107. Art Appreciation—I—(1) or II—(1)

This is a lecture course taken by sophomores in the secondary and special curricula. A presentation of art principles is made by showing examples and lantern slides of art from many periods and types of artistic expression including painting, sculpture, architecture and a number of minor arts.

111. Art Principles—I—(3)

An orientation course for students choosing Art for one of their teaching fields. A study of the field of Art and of underlying principles. Line, pattern, color, form, and texture are studied through individual experiences in abstract design, lettering, and representation. Comparison with adult and child expressions are made.

112. Design—II—(3)

Continues creative expression in design combined with a study of the simpler processes of weaving, block printing, and of book making in inexpensive materials.

Prerequisite: Art 111.

113. Art Composition—I—(2)

A study of design as used in pictorial expression. Arrangements in charcoal and in color of landscape and still life subject matter.

Prerequisite: Art 112.

115. Figure Study—I—(2)

A study of the appearance and articulation of the human body and its parts, from models and imagination. Studies are made, in various media of the proportions of the figure according to age and sex. This course aims to develop the ability to use the figure in compositions according to the principles of designs.

Prerequisite: Art 112.

116. Modeling—II—(2)

A study of three dimensional forms through the use of clay and of modeling techniques.

Prerequisite: Art 112.

118. Costume Design—II—(2)

Design principles and color theory are studied in relation to their application in dress for the individual. Personality and psychology in relation to dress are considered as well as technical problems of representation of costumes.

Prerequisite: Art 115.

124. Metal Crafts—II—(2)

This course acquaints students with the characteristics and the possibilities in design and construction of various metals such as brass, copper, and pewter. Standards of appreciation, mastery of various techniques, and creative experimentation are stressed.

Prerequisite: Art 112.

127. Pottery—I—(2)

The course includes the various methods of making and decorating pottery. The construction and use of the kiln is an important feature of the course. Standards of appreciation are incorporated with design and skill in the making of the pottery.

Prerequisite: Art 112.

211. Advanced Design—I—(2)

A study of color and design principles with creative expression in the common forms of pattern and arrangement. Practical application is made in the media of textile decoration with a linoleum block and to leather tooling.

Prerequisite: Art 112.

212. Lettering—II—(2)

This course develops an understanding of letter forms and arrangements through original practice in making signs, posters, and book plates, pages of manuscript writing, and book designs.

Prerequisite: Art 112.

223. Home Planning—I—(3)

The course deals with the home, its surroundings, plan and construction, and with the several phases of interior planning. The treatment of walls and floors, floor-covering, the selection and arrangement of furnishings and color are the subjects considered. Especially as used in homes of moderate means.

Prerequisite: Art 112.

224. Art History—II—(3)

This course considers art contributions and art movements in the major and minor fields from prehistoric times to the present day. The art of the past is studied for an appreciation of these contributions for themselves, for an understanding of the developmental forces behind the various movements and the logical evolution of these movements into modern art. The aims, accomplishments and contributions of contemporary art are particularly considered in order to establish a background for the appreciation and critical evaluation of modern art.

235. Painting—I—(3)

In this course original experiences in handling transparent water colors and oil painting mediums lead to an understanding of how the painter uses the principles of composition, color, and design.

Prerequisite: Art 113 and 115.

236. Illustration—II—(3)

This course deals with the techniques and media of illustration as required in the commercial field. The subject matter includes a study of the work as applied to secondary-school Art courses.

Prerequisite: 16 hours of Art.

BIOLOGY

Students taking Biology as a first teaching field take as a minimum the following courses: Biology 110, 111, 112, 121, 122, 131, 132, and additional courses chosen from the remaining electives in Biology to make a total of 37 semester hours.

Students taking Biology as a second teaching field take as a minimum the following courses: Biology 110, 111, 112, and (121, 122) or (131, 132) and additional courses chosen from the remaining electives in Biology to make a total of 20 semester hours.

Students taking Biology as a third teaching field take as a minimum the following courses: Biology 110, 111, 112, and (121, 122) or (131, 132) and additional courses chosen from the remaining electives in Biology to make a total of 18 semester hours.

101. Natural Science—I—(2)

This is the first of a series of two courses of integrated science required in all of the elementary school curricula. Units in trees, stars and constellations, insects, common garden flowers and vegetables, weeds, rocks, minerals and soils are studied.

102. Natural Science—II—(2)

This is the second of a series of two courses of integrated science required in all of the elementary school curricula. Units in birds, coniferous trees, fungi, spring constellations, matter, energy and work are studied.

105. Hygiene—I—(2) or II—(2)

The subject matter of the course is related to the factors actually determining health with special consideration given to the principles and practices of health promotion. The course is based upon those modern principles of hygiene that are intended to adjust the student in safeguarding and improving his own health and those of the community.

108. Health Education—I—(2) or II—(2)

The course is primarily concerned with the teaching and supervision of school health in the grades and with the prevention and control of disease in the community. The position of the various activities and studies of the elementary curriculum to the health program of the school is considered.

Prerequisite: Hygiene 105.

110. Introduction to the Biological Sciences—I—(3) or II—(3)

This course is a component part of the science series required in all four-year curricula and is primarily concerned with the influence of the biological sciences upon the course of human affairs. It is also correlated with the course in hygiene required of all students.

111. General Biological Science—I—(3)

This is a general introductory course in biology leading to a study of comparative physiology. As a basis for the understanding of fundamental life processes, as much of the anatomy and physiology of higher animals is taught as time permits. The course is open to those choosing biology as one of their teaching fields.

112. General Biological Science—II—(3)

The scope of botany together with its economic applications and its position in the field of education is outlined in this course. The course deals with the fundamental principles essential to a study of the structure, functions, and classification of seed plants. The experimental phases of the work are concerned with life processes common to both plants and animals.

Prerequisite: Biology 111.

121. Comparative Zoology—I—(3)

This is an intensive study of animal forms of the invertebrate group.

Prerequisite: Biology 111.

122. Comparative Zoology—II (3)

The work done in Comparative Zoology 121 continues into a thorough study of representative forms of the Phylum Chordata. The phylogenetic method of procedure is supplemented by embryological studies.

Prerequisite: Biology 121.

131. Comparative Botany—I (3)

In this course the way is paved for an understanding of the complexities of structure and function of our useful plants by a study of their more simple ancestors. While the course is largely a morphological and taxonomic study of the Thallophytes and Bryophytes, such considerations are not regarded as ends in themselves but are used in the interpretation of those broad and sweeping principles essential to an understanding of life and existence.

Prerequisite: Biology 112.

132. Comparative Botany—II (3)

A study is made of the external form and internal structure of the vascular plants in which groups phylogenetic relationships are traced. The work develops into a field course in which facility in the ready identification of plants by means of keys and manuals as well as some comprehension of the ecological factors governing the distribution of plants are outcomes of the term's work.

Prerequisite: Biology 131.

201. Entomology—I (2): 202. Entomology—II (2)

The subject matter of these two courses serves as an introduction to the structure, physiology, behavior, development, transformations, distributions and economics of insects. The laboratory exercises include a study of the structures by which insects are classified as well as practice in collecting, mounting and identifying insects.

Prerequisite: Biology 111.

205. Genetics—I (3)

This is a study of genetics based upon heredity, variation, and evolution. While primarily for agricultural and science students, the fundamental nature of the course is such that it may be taken by other students for its rich social values.

206. Field Animals—II (3)

Birds, fish, reptiles, amphibians, and predatory as well as game animals are studied in the field. Such parasites of these animals as are harmful to man are also considered. Conservation is a component part of the course.

Prerequisite: Biology 111.

211. Introductory Bacteriology—I (3)

This is a course in bacteriology planned to meet the needs of students in agriculture, home economics, health-sanitation, and science in general. Yeasts, fungi, and bacteria are studied in relation to human welfare.

Prerequisite: A laboratory course in biology.

212. General Bacteriology—II (2)

This course is a direct continuation of Introductory Bacteriology. It is designed for those students who need more specific information both in regard to bacteriological methods of procedure and applications than is contained in the first course in bacteriology.

Prerequisite: Biology 211.

214. Plant Pathology—II (3)

A study is made of those types of plant diseases caused by bacteria and fungi.

Prerequisite: Biology 112.

215. Plant Physiology—I (2)

Plant Physiology as it deals with the reactions of plants to natural factors in their environment and their further response under the hand of man is studied in this course.

Prerequisite: Biology 112.

221. Advanced Nature Study—I (3)

A course in advanced materials and methods of elementary science involving the underlying principles, materials, equipment, objectives, sub-

ject matter organization, and the principal devices and techniques employed in modern, efficient elementary science teaching. Critical constructive discussions follow actual observations of elementary science teaching.

Prerequisite: Biology 101 or 102.

222. Applied Nature Study—II (3)

This course is designed to foster a spirit of scientific leadership on the part of the teacher, i. e., self reliance in a more critical study of plants, insects, animals, minerals, rocks, weather, constellations, etc., with a view toward their use in the more social aspects of science, namely, in boy and girl scouting, in garden clubs, in nature study organizations, in civic improvement, and in the cultivation of wholesome outdoor activities.

Prerequisite: Biology 221.

232. Methods and Materials in High School Biology—II (3)

This course deals with the outcome that should be aimed at in the teaching of biology in the high school; with the selection and organization of subject matter for high school courses; with the methods of laboratory and classroom instruction; with the collection and preservation of laboratory and museum materials; with the position of biology in the health program of the school; and with the general current problems of science teaching in the high schools.

Prerequisite: Biology 122 or 132.

COMMERCE

Students taking Commerce as a first teaching field take as a minimum one of the following sequences:

Group 1. Commerce 111, 112, 113, 114, 115, 116, 122, 123, 124, 131, 132, 215, 225 (secretarial sciences) Total: 32 hours.

Group 2. Commerce 111, 116, 131, 132, 231, 232, 241, 242, 252, 253, 254, 256 (accounting and law) Total: 34 hours.

Students taking Commerce as a second teaching field take as a minimum one of the following sequences:

Group 1. Commerce 112, 113, 114, 122, 123, 124, 215, 225 (secretarial sciences) Total: 19 hours.

Group 2. Commerce 116, 131, 132, 231, 232, 241, 242 (accounting and law) Total: 20 hours.

Group 3. Commerce 111, 131, 132, 252, 253, 256 (junior business training) Total: 18 hours.

Students taking Commerce as a third teaching field take as a minimum one of the following sequences:

Group 1. Commerce 112, 113, 114, 122, 123, 124, 225 (secretarial sciences) Total: 17 hours.

Group 2. Commerce 116, 131, 132, 231, 232, 252 (accounting) Total: 17 hours.

Group 3. Commerce 131, 132, 252, 253, 255, 256 (business administration) Total: 18 hours.

Group 4. Commerce 241, 242, 252, 253, 255, 256 (business administration and law) Total: 18 hours.

111. Elements of Business—I (3)

Introductory course for freshmen who select a teaching field in commerce. The topics studied cover a survey of fundamental business activities; borrowing and lending, elementary contract making, business ethics, buying and selling practice, planning and budgeting, and an approach to the mathematics of business operation. The objective is to give the student an insight into the effects of business conduct so that he may be enabled to think as a business man does.

112. Typing—II (2)

This is a course for freshmen in commerce who have never had theory and practice in the use of office machines, particularly, the typewriter. The student is expected to attain reasonable individual skill in operation and a foundation in approved methods in machine usage and in teaching materials.

113. Typing—I (2)

This follows Typing 112 and is organized for sophomores in commerce. However, freshmen will be admitted if they have had preliminary courses in high school. The objective is to carry individual skills in operation to a fair attainment. Methods of instruction are introduced during the course.

Prerequisite: Commerce 112.

114. Typing—II (2)

Third in sequence and follows Typing 113. Its purpose is to advance personal skills and will include special drills in tabulating, speed, rough drafts, stencil cutting, and legal work. It will be closely correlated with the courses in Shorthand. Teaching methods included.

Prerequisite: Commerce 113.

115. Business English—I (2)

Open to sophomores in the commerce fields. This is a course with especial emphasis on those aspects of English which apply to business expression. It consists of a review of the mechanics of English, instruction in all types of letter forms, a study of the qualities of forceful writing, and the effective composition of business documents of various types.

116. Business Mathematics—II (2)

A course for sophomores in the commerce fields. Through problem material, the topics to be covered will include merchandise control, profit statistics, operating ratios, interest and discount, actuarial computations, averaging of accounts, and analysis of financial statements from the statistical point of view.

122. Shorthand—II (3)

This is a beginning course covering six chapters in the Gregg Manual, with reading of the corresponding chapters in Brewington's *Direct Method Materials for Gregg Shorthand.* Writing by sound, construction of outlines according to principle, good writing technique, and ability to write from dictation are taught through daily drills, sentence dictation, and much reading of shorthand.

123. Shorthand—I (3)

Open to sophomores, or to freshmen who have the preliminary work from high school training. The course is a continuation of shorthand 122, and extends through chapter twelve of the *Gregg Manual,* and corresponding chapters in Brewington's *Direct Method Materials for Gregg Shorthand.* The objectives are: adequate knowledge of principles, increased facility in personal skill, and a speed of sixty words per minute with transcript at least ninety-five per cent accurate. Correct penmanship is stressed, and O. G. A. standards expected.

Prerequisite: Commerce 122.

124. Shorthand—II (3)

This is an advanced course with much dictation, using *Gregg Speed Building* as the basic textbook for vocabulary building. Reading material is used from the *Gregg Writer.* Increased skill in writing from dictation and transcription. Speed requirement: minimum of eighty words per minute for five minutes to be transcribed with ninety-five per cent accuracy.

Prerequisite: Commerce 123.

131. Accounting—I (3)

The business equation is the introduction. The student is taken through a study of operating statements and balance sheets with particular attention to the forms and the sources of the facts in the statements. Through a gradual development of accounting theory, the course leads to a study of business records in single proprietorship and in partnership. The student has practice with controlling accounts, columnar journals, depreciation, adjusting and closing books. The "work sheet" is much used.

132. Accounting—II (3)

A sequence course following Accounting 131. Corporation accounting is introduced. The course further leads to a consideration of cost accounting and cost records, and the preparation of manufacturing statements. Much problem and supplementary material is used in order to give the student ample opportunity for practice in good accounting usage. The interpretation of financial statements is made a part of the course.

Prerequisite: Commerce 131.

215. Advanced Office Practice—I (2)

An advanced course in office technique and management designed to give the student practice in performing various office duties and to help him develop ability to systematize and supervise secretarial activities.

Prerequisite: Commerce 114.

225. Advanced Secretarial Practice—I (2)

Speed building is a primary objective with much emphasis on the transcript and mechanics of English. Much correlation with the instruction on office machines. Teaching methods are also made a part of the course. Reporting skill is encouraged.

Prerequisite: Commerce 124.

231. Accounting—I (3)

A survey is made of revenue records in theory and practice, with financial statements affecting all types of business ownership. Much problem material is used, increasing in detail and difficulty as the course progresses. Materials in partnership accounting will be given much attention. Technique of instruction is also introduced. A portion of time is given to study of actuarial science.

Prerequisite: Commerce 132.

232. Accounting—II (3)

This course includes a study of installment selling, joint ventures, liquidations and reorganizations, insolvency and bankruptcy, fiduciary accounting, bond issues, system organization, and some work in corporation income tax procedure. Ratio analysis of financial statements is included and teaching methods are always kept in mind.

Prerequisite: Commerce 231.

241. Business Law—I (3)

The first of two courses in business law will include a thorough discussion of contracts. It is intended to use as many illustrative cases as time will permit. The course will also include consideration of material and cases in bailments and in sales of goods.

242. Business Law—II (3)

The course will cover the following divisions of business law; negotiable instruments, installment contracts, insurance, loans and discounts, partnerships and other business associations, property, and some treatment of tax laws as they affect business management.

Prerequisite: Commerce 241.

252. Economics of Business—II (3)

This course is open to senior college majors in commerce and to experienced teachers of business subjects. The purpose of the work is to adjust economic theory to intelligent business administration. Much attention is given to practical application of economics in distribution with special reference to questions of transportation, risk, money, credit, and markets.

253. Business Organization and Management—I (3)

Open to senior college majors in commerce and in social science. The course will deal with forms of business enterprise, methods of organization, internal operating policies, and case material in management. The corporation particularly will be studied. Business promotion, plant location, managerial structure, factory organization, and labor control are topics of study.

Prerequisite: Commerce 252.

254. Salesmanship and Advertising—II (2)

This course deals with the more practical problems of distribution of goods, and consumer demand. A study is made of the applied principles of selling, both through publicity channels and by direct personal approach. Some selling practice is attempted and personnel development methods are used.

Prerequisite: Commerce 252.

255. Marketing—I (3)

This course is open to senior college majors in commerce or in social science. It will have two objectives: one, to acquaint the student with the formation of a market and the methods used in business to organize and control the distribution of industrial goods; second, the study and application of the practical business problem of managing the sales activity.

Prerequisite: Commerce 252.

256. Business Finance—II (3)

A sequence course in commerce open to senior college majors in commerce and in social science. The course includes study of credit and financial controls, analyses of financial statements, the function of banking as a business, the interpretation of the security markets, and the internal administration of the finance function in management. Much case material will be used.

Prerequisite: Commerce 252.

EDUCATION

The work in Education for the Freshman year in the two-year curricula is an integrated course planned to provide an opportunity for the student to experience a gradual but unified growth throughout the year. The Sophomore courses in Education are planned to continue the integration of the experiences and observations gathered by the students during their freshman year.

101. Introduction to Elementary Education—I (3)

The purpose of this course is to orient the student in professional environment through a study of such topics as education and social needs; the growth, behavior and interests of children; the opportunities for growth afforded by the school.

102. Psychology and Elementary School Methods—II (3)

This is a continuation of Education 101. Major consideration is given to the psychology of learning, general methods of teaching and school environment.

103. Supervised Observation—I (2)

The purpose is to provide direct experience in the schoolroom through observation of elementary school children in their learning activities. The student observes good teaching and skilful guidance of children. Through critical reading, study, and class discussion insight into the problems of the classroom is developed.

104. Introduction to Curriculum Materials—II (2)

The purpose is: (1) to develop understandings and appreciations of phases of community institutions, industries, and occupations which serve as a background for interpreting to children, in the elementary school, the ever-widening social environment to which they must gradually become adjusted; (2) to select and organize data, and to collect and construct illustrative material for units of work. Excursions, observation of children's activities will be used as a point of departure.

105. Curricular Problems—I (3)

This course deals primarily with the selection and organization of curriculum materials in the elementary school, and the general administrative problems involved therein. Materials and methods in science and language arts are emphasized.

Prerequisite: Education 101 and 104.

106. Problems in Classroom Technique—II (3)

This course is a continuation of Ed. 105. It parallels student teaching and deals with the problems encountered by the student in actual schoolroom situations, such as directing learning activities, measuring results and handling remedial work. Materials and methods in social studies are considered.

Prerequisite: Education 101 and 104.

107. Reading Method—I (2)

A consideration, based on findings of scientific research, of the reading needs of children in the elementary grades—primary, intermediate, and upper grades—is the fundamental emphasis of the course. Uses of various types of reading materials, development of good study habits, and desirable attitudes toward reading are stressed.

Prerequisite: Education 101 and 102.

108. Elementary School Problems—II (3)

This is the beginning of an integrated course in education in the four-year elementary curriculum. This course extends through three semesters and is planned to provide an opportunity for the student to

experience a gradual but unified growth. The first semester includes a consideration of problems of child growth and development.

Prerequisite: Psychology 111.

111. The American Public School—I (3) or II (3)

This course gives an overview of the American public school as an institution. Among the units considered are: the purpose of the educational program; public school finance; the main types of school organizations, pre-school, elementary, secondary, and higher education; special forms of education, such as occupational, adult, and rural education; school personnel; school organization and control; and current issues in American education.

201. The Junior High School—I (2)

A course dealing with the origin, history, psychological basis, functions, program of studies, subject content, methods, organization, and administration of the Junior High School.

Prerequisite: Psychology 115.

202. Materials and Methods in Character Education—II (2)

A presentation of materials and methods in actual use in the development of character; determining objectives involving character emphasis in the light of general school objectives; organization and use of school activities in the furtherance of character development; relation of a program of character education to the entire field of education with special reference to qualifying present and future generations for a type of "best living" in all their human relationships.

Prerequisite: Psychology 115.

203. Philosophy of Education—I (3) or II (3)

This course makes a philosophical interpretation of education in and for the democratic way of living. Its standard of critical evaluation and constructive suggestion is the ideal of complete human living socially and personally according to individual opportunity and capacity. It therefore gives due emphasis to the philosophy of character development in social personality as the supreme product of a democratic social order.

Prerequisite: Education 220, 222.

204. School and Community Relations—II (2)

This course will deal with the techniques of securing a position and the developing of effective teacher relationships with supervisory officers, boards of education, and the community at large. Some of the problems which will be studied are the P. T. A., home visitation, participation in community activities, the local newspaper, and school support.

Prerequisite: Psychology 115.

205. Social Processes in Education—I (2)

This course in the four-year elementary curriculum aims to acquaint the student with community institutions, industries, and occupations as sources of curriculum materials and to enable him to use such materials to enrich the child's understanding of the world in which he lives. Class activities consist of field trips, collecting printed and illustrative materials, selecting and organizing data into units of activity, class reports and discussions.

206. Rural Educational Institutions and Leadership—II (3)

This is a course in rural educational sociology and leadership. The educational institutions and agencies such as the home, the school, the church, the Grange, the Farm and Home Bureaus, the 4-H Clubs, the newspaper, the drama, and the festivals are studied with special attention to leadership technique. Rural social and economic changes, including subsistence farming, rural electrification, adult education, and land planning, receive attention.

Prerequisite: Education 108, Psychology 111.

207. History of American Education—I (3)

This course aims to qualify for more intelligent, appreciative and progressive participation in present-day education and life by an understanding of the origin and development of educational systems and educative processes. A comparative view of contemporary education in other countries is included.

Prerequisite: Psychology 115.

208. Elementary School Tests and Measurements—II (2)

This is a study of methods and uses of objective measurements in the elementary school, including both achievement and intelligence tests. Special emphasis is given to achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching.

Prerequisite: Education 208, Psychology 111.

209. Rural School Administration and Supervision—I (2)

The purpose of this course is to acquaint the student with some of the outstanding problems in the administration and supervision of rural education. Special attention will be given to rural school organization, finance, supervision, and public relations. The types of organization units to be given consideration are the district, the community, the community consolidated, the county, and the state. The supervision of teachers and the education of board members will receive special attention.

Prerequisite: Psychology 115.

211. Current Readings in Education—I (2)

This course serves (1) to give the student accurate and reasonably adequate information on current major problems in public education; and (2) to enable the student, through knowledge of available materials and how

to use them, to inform himself on any such problem at any time without undue waste of time and effort.

Prerequisite: Education 208, Psychology 115.

213. Diagnostic and Remedial Instruction—I (2)

This course deals with the improvement of elementary skills through diagnosis and remedial treatment; and more generally, the isolation and removal of any cause of non-learning or inefficient learning, through the administration of remedial or corrective treatment.

Prerequisite: Education 108, Psychology 111.

215. Supervision in the Elementary School—I (3)

This course attempts to determine the objectives of supervision, the aims of classroom instruction in the elementary school, methods of teaching, and recognized standards of attainment and their real values. It discusses the improvement of instruction in the various school subjects.

Prerequisite: Education 108, Psychology 111.

217. Rural Elementary Teacher Problems—I (2)

This course is especially designed for senior college students who have had no special preparation in rural school education. It will include both rural school management and instruction. Special attention will be given to school housekeeping and the teaching of subject matter in all the elementary grades in a one-teacher school. A chance will be given to become acquainted with much literature in the rural field.

Prerequisite: Education 108, Psychology 111.

220. High School Problems—I (3) or II (3)

A study of the extra-instructional problems of the secondary school teacher as determined by the nature of the adolescent and by the demands of society. Such problems as guidance and counseling, the secondary school curriculum, extra-curricular activities, behaviour problems, individual differences, marking systems, keeping of records, schedule making and the providing of a healthful environment, are considered.

Prerequisite: Psychology 115.

221. High School Tests and Measurements—I (2) or II (2)

This course deals with achievement and intelligence tests in the secondary school. Particular emphasis is placed upon the achievement tests, their evaluation, methods of administering, analysis of results, and remedial teaching. (Omitted in 1935-36)

Prerequisite: Psychology 115.

222. General Method—I (3) or II (3)

Function of the secondary school; the learning units, unit mastery, the mastery formula, motivation, and interest; mastery of group control, the learning cycle, the courses, and units in various activities.

Exploration, presentation, assimilation, organization, and recitation in the various subjects; pure practice teaching; and finally the effect of administrative technique in acquiring results.

Prerequisite: Psychology 115.

224. Extra-Curricular Activities in Secondary Schools—II (2)

The purpose of this course is to give an overview of the so-called extra-curricular activities in secondary schools, emphasizing types of activities, aims and values, practices in organization, administration, and supervision of these activities.

Prerequisite: Psychology 115.

226. High School Administration—I (3) or II (3)

The course is designed for those who desire to prepare for administrative positions in secondary schools. Consideration will be given to the organization of secondary education; relationship with city and state administration; the school plant; the staff; administration adjustments of pupils; organization of the curriculum; the administration of guidance and extra-curricular activities; marks, records, and reports; and community relationships.

Prerequisite: Education 220.

227. Guidance—I (2)

A course dealing with the aims, needs, development and present status of guidance in the secondary school. It includes a study of individual capacities and personal factors, the exploration of special abilities and interests, and the giving of information in making vocational choices.

Prerequisite: Psychology 115.

228. Supervision of Instruction—II (3)

This course attempts to determine the objectives of supervision, the aims of classroom instruction in the secondary school, the best methods of teaching, and recognized standards of attainment and their relative values. It discusses the means of securing a cordial teacher attitude, and of arousing a persistent ambition on the part of the teacher to utilize her knowledge of the aims, methods, and standards considered.

Prerequisite: Education 220, 222.

230. Secondary School Curriculum—I (2) or II (2)

The purpose of this course is to give opportunity for a study of: revisions and reconstructions in secondary school curricula; educational objectives as criteria for the selection of the material; different types of instructional units; evaluation of textbooks and other forms of curriculum materials.

Prerequisite: Psychology 115.

ENGLISH

Students choosing English as a first teaching field take as a minimum the following courses: English 111, 112, 151, 152, 161 and additional courses chosen from the remaining electives in English to make a total of 38 semester hours. They are advised to take 276 as part of this sequence in case they have had no teaching experience in English or in case their reading has been limited.

Students choosing English as a second teaching field take as a minimum the following courses: English 111, 112, 161, 276 and additional courses chosen from the remaining electives in English to make a total of 22 semester hours.

Students choosing English as a third teaching field take as a minimum the following courses: English 111, 112, 161, 276 and additional courses chosen from the remaining electives in English to make a total of 18 semester hours.

101. Children's Literature (Kindergarten-Primary)—I (3) or II (3)

This is a survey course in children's literature which emphasizes especially materials suitable for kindergarten and primary grades. These materials are selected from traditional prose and verse, and from modern fanciful and realistic stories and poems for children. Criteria for judging literature for children and the art of story-telling are also discussed.

102. Children's Literature (Intermediate)—I (3) or II (3)

This is a survey course in children's literature which emphasizes especially materials suitable for the intermediate grades. These materials are selected from traditional literature, modern fanciful and realistic stories, and poetry. Criteria for judging literature for children are also discussed.

103. Children's Literature (Upper Grades)—I (3) or II (3)

This is a survey course which emphasizes traditional and modern literature suitable for children in the upper grades. Criteria for judging literature for children are also discussed.

104. Children's Literature (Rural)—I (2) or II (2)

This is a survey course in children's literature which deals with materials suitable for all the elementary grades. These materials are selected from traditional literature, modern fanciful tales, realistic stories, and poetry. Criteria for judging literature for children and the art of story-telling are also discussed.

105. Functional English Grammar—I (3) or II (3)

This course is primarily for students who intend to teach seventh and eighth grade grammar. It emphasizes the principles of sentence structure and the nature of the parts of speech.

111. English Composition—I (3) or II (3)

The course deals with prose models of non-fiction whose interpretation will aid in the expression of thought. It places the emphasis to the technique of writing effective English.

112. Introduction to Literature—I (3) or II (3)

The course includes readings in the novel, the short story, and the modern drama; also the reading of poetry, chiefly illustrative of the modern trend. The purpose is to stimulate and develop taste for the best in literature. Both oral and written interpretation is required, together with some outside readings.

151. World Literature to the Renaissance—I (3)

An introduction to ancient literature to find their contribution to modern culture. The reading of selected masterpieces for an appreciation of Hebrew, Greek, and Roman ideals respectively is followed by a survey of medieval story-telling and drama. Plato's *Republic* and Dante's *Divine Comedy* are given extended attention.

Prerequisite: English 111 and 112.

152. World Literature since the Renaissance—II (3)

The spirit of the Renaissance is studied in Cellini, Cervantes, and Montaigne; followed by a consideration of neo-classicism, romanticism, and realism in such writers as Racine, Molière, Rousseau, Voltaire, Schiller, Goethe, and the Russian realists.

Prerequisite: English 111 and 112.

161. Advanced Writing—I (2) or II (2)

A course in the structure and methods of detailed exposition. Emphasis is placed on the methods and standards of investigation, on organization of subject matter, and the principles governing connected discourse.

Prerequisite: English 111 and 112.

165. Journalism—I (2) or II (2)

An introduction to the principles and practice of newspaper writing and editing. Students must reserve some time during the day for reporting on The Vidette.

Prerequisite: English 111 and 112.

166. Journalism—I (2) or II (2)

A continuation of Journalism I with special emphasis on editorial writing and the problems of editing, with practice on The Vidette. Some study is made of metropolitan newspapers and contemporary newspaper men.

Prerequisite: Journalism 165.

201. Children's Literature to 1900—I (3)

This is an advanced course including a brief study of the history of children's literature and a rather intensive study of literature to 1900 suitable for children in the elementary grades.

202. Recent Literature for Children—II (3)

This course, a continuation of 201, includes a brief study of the illustration of children's books and a rather intensive study of prose and poetry written for children since 1900.

211. English Literature to 1600—I (3)

This course consists of a survey of the Anglo-Saxon and Middle English writings with emphasis upon the poetry of Chaucer and a study of the literature of the English Renaissance.

212. English Literature 1600-1780—II (3)

A study of the prose and poetry of the seventeenth and eighteenth centuries with special emphasis upon Milton, Dryden, Swift, Pope, and Johnson.

213. English Literature 1780-1830—I (3)

A survey of the social and literary tendencies of the major English writers of the late eighteenth and early nineteenth centuries.

214. English Literature since 1830—II (3)

A study of the chief writers of England since 1830, including Tennyson, Browning, Arnold, the Pre-Raphaelites, Eliot, Thackeray, Dickens, Carlyle, Ruskin, Newman, Huxley, Stevenson, Pater, Hardy, and Meredith.

219. Shakespeare—I (3) or II (3)

Ten representative Shakespearean plays will be studied in chronological order.

221. American Literature to 1860—I (2)

The course provides for a study of the national literature from the time of John Smith to Whitman, with some consideration of European backgrounds.

222. American Literature since 1860—II (2)

A study of American literary history from Whitman to the present.

232. History of the English Language—II (3)

This course gives the history of the English language and shows the changes which have taken place from old English to modern English times.

233. Creative Writing—I (2)

The aims of this course are first, to give the student an opportunity to acquaint himself with the works of a large number of writers in the field of the short-story and familiar essay, with special emphasis on contemporary writers; and second to give him the opportunity of doing creative work in these two types of writing for himself.

Prerequisite: English 111 and 112.

241. The English Essay—I (2)

A survey of the most representative English essayists.

242. Rise of the Drama—II (2)

The course consists of a survey of English drama from the miracle plays to the time of the closing of the theaters. There will be special problems in the origin and development of the drama and in the history of stagecraft and dramatic art.

251. The Novel—I (2)

An historical approach to the English novel, with emphasis upon the nineteenth and twentieth centuries.

252. Continental European Literature since 1860—II (2)

An introduction to the more important contemporary European literature. After a consideration of the major Russian novelists of the nineteenth century, e. g., Turgenev, Tolstoy, and Dostoevsky, writers of such varied points of view as Thomas Mann, Gerhardt Hauptmann, Jakob Wassermann, Roman Rolland, Maxim Gorky, Knut Hamsun, and Sigrid Undset will be studied in an attempt to trace the tendencies of our own day.

276. High School Literature—II (3)

A study of the literature suitable for high school. Discussions relative to methods of presentation and to criteria for the selection of materials for the English course of study. Reports from the national survey of high-school English. Recommended for all who lack experience in teaching.

FOREIGN LANGUAGES

FRENCH

Students who have had one year of high school French begin with French 112; those with two years begin with French 115; three years, French 116; and four years, French 211.

Credit is not given for French 111 unless French 112 is completed.

Students taking French as a first teaching field take as a minimum the following courses: French 111, 112, 115, 116, 211, 212, 215, 216, 221, 222, 225, 226. Total: 32 hours.

Students taking French as a second or as a third teaching field take as a minimum the following courses: French 111, 112, 115, 116 and additional courses chosen from the remaining electives in French to make a total of 24 semester hours.

111 and 112. First-Year French—I (4) and II (4)

Pronunciation taught by the phonetic method; essentials of grammar; exercises in hearing, speaking, and writing simple French; reading of material of graded difficulty.

115 and 116. Second-Year French—I (4) and II (4)

Class reading of 800 to 1000 pages of short stories, plays, novels, and essays. Grammar review, oral and written composition. Extensive reading of 500 pages each semester.

Prerequisite: French 112 or two years of high-school French.

211 and 212. Modern French Novel—I (2) and II (2)

Class and collateral reading of the novel of the nineteenth and twentieth centuries. Offered 1935-36.

Prerequisite: French 116 or four years of high-school French.

215 and 216. Modern French Drama—I (2) and II (2)

Class and collateral reading of the drama of the nineteenth and twentieth centuries. Offered 1935-36.

Prerequisite: French 116.

221. Survey of French Literature—I (3)

A survey of French literature from the earliest times through the seventeenth century. Class reading of seventeenth century masterpieces. Offered 1936-37.

Prerequisite: French 116.

222. Survey of French Literature—II (3)

A survey of French literature of the eighteenth, nineteenth, and twentieth centuries. Class reading of nineteenth century poetry. Offered 1936-37.

Prerequisite: French 116.

225 and 226. Materials for High School French—I (1) and II (1)

An examination of texts and illustrative material suitable for use in high school classes. Offered 1936-37.

Prerequisite: French 116.

GERMAN

Students who have had one year of high school German begin with German 112; those with two years begin with German 115; three years, German 116; and four years, German 211.

Credit is not given for German 111 unless German 112 is completed.

Students taking German as a first teaching field take as a minimum the following courses: German 111, 112, 115, 116, 211, 212, 215, 216, 221, 222, 225, 226. Total: 32 hours.

Students taking German as a second or as a third teaching field take as a minimum the following courses: German 111, 112, 115, 116 and additional courses chosen from the remaining electives in German to make a total of 24 semester hours.

111 and 112. First-Year German—I (4) and II (4)

Pronunciation, essentials of grammar, reading of easy German stories, oral and written exercises based on the material read.

115 and 116. Second-Year German—I (4) and II (4)

Class reading of modern German prose and poetry, beginning with simpler stories and progressing in the second semester to at least one work each of Lessing, Schiller, and Goethe. Grammar review; oral and written composition.

Prerequisite: German 112 or two years of high-school German.

211 and 212. Modern German Novel—I (2) and II (2)

A rapid-reading course in the novel and *Novelle* to the nineteenth and twentieth centuries from Goethe to Thomas Mann and the contemporary novelists. Offered 1935-36.

Prerequisite: German 116.

215 and 216. Modern German Drama—I (2) and II (2)

Representative works of the outstanding dramatists of the nineteenth and twentieth centuries from Kleist to Gerhardt Hauptmann. Offered 1935-36.

Prerequisite: German 116.

221 and 222. Survey of German Literature—I (3) and II (3)

Class and collateral reading of representative works of the most important authors from the eighth century to the present time. The reading is so planned that it does not duplicate work done in courses in the novel and the drama. Offered 1936-37.

Prerequisite: German 116.

225 and 226. Materials for High School German—I (1) and II (1)

A survey of grammar and reading texts suitable for use in high school classes, together with information in regard to illustrative material available. Offered 1936-37.

Prerequisite: German 116.

LATIN

Students who have had less than two years of high school Latin take the required courses in the University High School; those with two years begin with Latin 111; three years, Latin 112; and four years, Latin 113.

Students taking Latin as a first teaching field take as a minimum the following courses: Latin 111, 112, 113, 114 and additional courses chosen from the remaining electives in Latin to make a total of 32 semester hours.

Students taking Latin as a second teaching field take as a minimum the following courses: Latin 111, 112, 113, 114 and additional courses chosen from the remaining electives in Latin to make a total of 24 semester hours.

Students taking Latin as a third teaching field take as a minimum the following courses: Latin 111, 112, 113, 114. Total: 16 hours.

111. Cicero—I (4)

Translation of four or five orations selected from the Catilinarians, the *Pro Imperio Pompei,* and the *Pro Archia,* with due attention to the political and historical background of each. Review of Latin inflections and syntax; some drill in writing simple Latin.

Prerequisite: Two years of high-school Latin.

112. Vergil—II (4)

A semester course in the reading of the *Aeneid,* Books I-VI. Study of the purpose, sources, merits, and fame of the *Aeneid,* and its references to other classic epics. Study of poetical syntax, figures of speech, prosody, and mythology in the *Aeneid.*

Prerequisite: Latin 111 or three years of high-school Latin.

113. Latin Prose Composition—I (4)

A thorough and systematic review of Latin inflections and syntax. Written and oral exercises in the use of Latin constructions. Some practice in writing connected discourse based on Latin authors.

Prerequisite: Latin 112 or four years of high-school Latin.

114. Livy—II (4)

Selections from books I, XXI, XXII of Livy's *History of Rome.* Study of some of the most important phases of the history of the Roman people. Livy as a historian and writer.

Prerequisite: Latin 113.

211. Cicero's Essays—I (4)

Reading of Cicero's *De Senectute* and *De Amicitia.* An appreciation of these essays as literary masterpieces both in language and in thought. Discussion of the treatment of the same themes by other writers, ancient and modern. Syntax and figures peculiar to Cicero.

Prerequisite: Latin 114.

212. Plautus and Terence—II (4)

Intensive reading of at least three plays of Plautus and Terence and a recognition of the importance of these plays as examples of Roman dramatic art. Peculiarities of meter, style, and syntax are discussed. Special readings are assigned on the history of the theater, the development of the Roman drama, and the influence of Plautus and Terence on later drama.

Prerequisite: Latin 114.

215. Horace, Odes and Epodes—I (2)

Translation and the metrical reading of Latin poetry. Life in the Augustan age and Horace's philosophy of life. Offered 1935-36.

Prerequisite: Latin 114.

216. Horace, Satires and Epistles—II (2)

A continuation of course 215. Offered 1935-36.

Prerequisite: Latin 215.

217. Seneca's Tragedies—I (2)

The *Troades* and the *Medea* will be read and attention called to the influence of Seneca on later writers. Offered 1935-36.

Prerequisite: Latin 114.

218. Tacitus—II (2)

Agricola and *Germania.* An introduction to the prose of the Silver period. Offered 1935-36.

Prerequisite: Latin 114.

221. Pliny's Epistles—I (2)

Prose of the Silver period. Offered 1936-37.

Prerequisite: Latin 114.

222. Martial's Epigrams—II (2)

The reading of Latin poetry and a study of social life under the emperors. Offered 1936-37.

Prerequisite: Latin 114.

225. Latin-English Etymology—I (2)

A lecture course showing the relation of the various Indo-European languages to each other, the place of Latin and English among these languages, and the history of the Latin elements in English. Some

treatment of the subject of semantics, especially as it applies to Latin words in English. Should be taken by all who make Latin a first or second teaching field. Offered 1936-37.

Prerequisite: Eight hours of college Latin.

226. Roman Private Life—II (2)

A lecture course designed to furnish background for the Latin teacher. An introduction to Roman topography is included. Like course 225, this should be taken by all who make Latin a first or second teaching field. Offered 1936-37.

Prerequisite: Eight hours of college Latin; History students, senior college standing.

GEOGRAPHY AND GEOLOGY

Students taking Geography as a first teaching field take as a minimum the following courses: Geography 110, 111, 112, 113, 114, 115, 116 and additional courses chosen from the remaining electives in Geography and Geology to make a total of 33 semester hours.

*Students taking Geography as a second teaching field take as a minimum the following courses: Geography 110, 113, 114 and additional courses chosen from the remaining electives in Geography and Geology to make a total of 22 semester hours.

*Students taking Geography as a third teaching field take as a minimum the following courses: Geography 110, 113, 114 and additional courses chosen from the remaining electives in Geography and Geology to make a total of 18 semester hours.

101. Principles of Human Geography—I (3) or II (3)

The principles of geographic environment as they influence man. A study of location, land forms, water bodies, soil, minerals, climate, plants and animals, and the distribution of population. A world viewpoint based upon the operation of geographic principles.

102. General Regional Geography—I (3) or II (3)

A regional geography of the world based upon climatic regions. The characteristics of each region and the industries and products as influenced by geographic factors. Acquaintance with the philosophy of geographic regions.

Prerequisite: Geography 101.

110. Introduction to Earth Science—I (3) or II (3)

The course gives the student an appreciation of the scientific aspects of the Earth Sciences and furnishes a basis for later studies in this field. Acquaintance with the earth in relation to the universe; atmospheric phenomena; land forms with water bodies; origin and use of soils, bed rock, and minerals; glacial phenomena.

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*Students majoring in Natural Science and taking Geography for a second or third teaching field should elect courses 111, 112, 114 and 115. Students majoring in Social Science and taking Geography for a second or third teaching field should elect courses 213, 216, 219.

111. Physical Geology—I (3)

A consideration of the processes which have brought about the present physical conditions of the earth's surface; erosion, weathering, deposition. The use of the topographic map. The significance of surface conditions in man's problems of using the earth in cultivation, construction, drainage, location, etc. Attention to oceanic and atmospheric phenomena.

112. Historical Geology—II (3)

A consideration of the origin, the materials, and the historical development of structure and life of the earth as revealed in the rocks. Particular attention given to the study of rocks and minerals, to earth structure, and to fossil life. Evolution of plant and animal life.

113. Economic Geography—I (3)

A study of the production and the distribution of the leading commodities of the world. The geographic environment as affecting industries, occupations, and commerce. Leading commercial routes as related to geographic conditions.

Prerequisite: Geography 101 or 110.

114. Geography of North America—II (3)

A consideration of the continent of North America by geographic regions. An intensive study demanding considerable library and map study. Designed to give familiarity with methods of securing geographical data, organizing, and presenting the same.

Prerequisite: Geography 101 or 110.

115. Meteorology and Climate—I (2)

A consideration of the atmosphere as part of man's physical environment. Temperature, moisture, wind, cloud, and sunshine as natural factors influencing man. The construction of the daily weather map and its use as an instrument in weather forecasting. The climatic regions of the earth and their significance to man.

116. Climates of the Continents—II (2)

A study of the climates of the continents as a basis for plant and animal life and man's development. The influence of climate upon industry and trade.

Prerequisite: Geography 115.

212. Geography of Illinois—II (2)

An intensive regional study of the state of Illinois. Agricultural and industrial regions form the basis for the treatment, considerable attention to urban geography. Contiguous areas outside the state that are intimately connected with the geography of Illinois are included in the study.

Prerequisite: Geography 101 or 110.

213. Historical Geography of the United States—I (2)

A consideration of the influence of geographic factors in the discovery of North America, the settlement of the continent, and the development of the United States as a nation.

215. Geography of South America—I (2)

A study of South America by geographic regions. The leading countries of South America and their present commercial importance. Present and possible future significance of this continent.

Prerequisite: Geography 101 or 110.

216. Problems in Political Geography—II (3)

The political status of the world as affected by geography. Present day world problems in their environmental setting. Particular emphasis upon the politico-geographical problems of Europe and the possessions of European nations in other parts of the world. Problems of the Far East and of Latin America.

217. Geography of Europe—I (3)

An intensive study of Eurpoe based upon regions and countries. Present importance and possible future of each in the light of geographic conditions. Emphasis upon regional geography.

Prerequisite: Geography 101 or 110.

219. Conservation of Natural Resources—I (3)

Soils, minerals, forests, and water as basic factors in the development of modern civilization. A consideration of the original resources, methods of use, and rate of exhaustion. The most profitable use of the remaining resources. The seriousness of the Conservation problem in our national life.

220. Geography of Asia—II (3)

A regional geography of Asia. Chief emphasis upon China, Japan, and India. Problems of the Far East in the light of geographic conditions. Present and possible future importance of the continent in world affairs.

Prerequisite: Geography 101 or 110.

221. Field Geography of Eastern United States and Southeastern Canada—Summer (8)

Six weeks study-tour by motor bus including southern Appalachians, Atlantic Coast, New York, New England, St. Lawrence, and Great Lakes. This trip is taken contemporaneously with the Summer Session. The first week of Summer School is spent in a study-survey of the area covered by the field work. Six weeks are spent in the field and the eighth week in study upon the campus.

222. Field Geography of Western United States—Summer (8)

Six weeks study-tour by motor bus through the Black Hills, High Plains, Rocky Mountains, and to the Pacific. This trip is taken contemporaneously with the Summer Session. The first week of Summer School is spent in a study-survey of the area covered by the field work. Six weeks are spent in the field and the eighth week in study upon the campus.

HEALTH AND PHYSICAL EDUCATION (Men)

Students taking Health and Physical Education as a first teaching field take as a minimum the following courses: Health and Physical Education 111, 112, 116, 117, 118, 211, 212, 213, 214 and additional courses chosen from the remaining electives in Health and Physical Education to make a total of 32 semester hours.

Students taking Health and Physical Education as a second teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 117, 118, 211, 212, 213, 214 and additional courses chosen from the remaining electives in Health and Physical Education to make a total of 22 semester hours.

Students taking Health and Physical Education as a third teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 117, 118, 211, 212 and additional courses chosen from the remaining electives in Health and Physical Education to make a total of 18 semester hours.

101. Archery and Individual Sports—I (1) or II (1)

102. Touch Football and Games—I (1) or II (1)

103. Playground Ball and Stunts—I (1) or II (1)

104. Speedball and Handball—I (1) or II (1)

105. Tennis and Volleyball—I (1) or II (1)

106. Tumbling and Apparatus Stunts—I (1) or II (1)

107. Boxing and Wrestling—I (1) or II (1)

108. Individual Corrective Activity—I (1) or II (1)

111. Physical Education Activities—I (2)

This course deals with basic seasonal developmental activities and is a prerequisite for all coaching and physical education courses.

112. Physical Education Activities—II (2)

This course is a continuation of Physical Education Activities 111.

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*Students taking Health and Physical Education for a second or third teaching field may substitute two years of required Recreational Sports for courses 111 and 112.

116. Advanced Hygiene—II (2)

This course is a study of personal and community health and the application of health principles in the prevention and control of disease.

Prerequisite: Hygiene 105.

117. Anatomy and Physiology—I (3)

This course deals with the growth structure of the human body and its physiology.

118. Anatomy and Physiology—II (3)

This is a continuation of Anatomy and Physiology 117, stressing body mechanics.

Prerequisite: Health and Physical Education 117.

211. Growth and Development—I (3)

A study of the growth and development of the child as related to physical education.

Prerequisite: Health and Physical Education 118.

212. Principles of Physical Education—II (3)

The relationship of physical education to education in general; the guiding principles upon which the program of physical education is based. The student groups set up definite situations for which they build physical education curricula for elementary and secondary schools.

Prerequisite: Health and Physical Education 211.

213. Intramural Management—I (1)

This course is of a practical nature involving the management of intramural activities. Each student will be required to participate in the administration of the intramural program.

214. Intramural Management—II (1)

A continuation of Intramural Management 213.

219. Football—I (3)

A course dealing with the professional preparation of football coaches. The course is primarily concerned with the technical aspects of coaching and team management, interpretation of new rules and team strategy. Students from other departments may be permitted to take the course upon presentation of satisfactory playing experience in high school or as a member of the varsity squad in the University even though they do not have the required prerequisites.

Prerequisite: Health and Physical Education 111 and 112.

220. Baseball—II (3)

A course dealing with the professional preparation of coaches in baseball.

Prerequisite: Health and Physical Education 111 and 112.

221. Basketball—I (3)

This course presents the professional aspects of basketball coaching and covers the same field of preparation for basketball that 219 does for football.

Prerequisite: Health and Physical Education 111 and 112.

222. Track and Field—II (3)

A course dealing with the professional preparation of coaches in track and field.

Prerequisite: Health and Physical Education 111 and 112.

225. Physical Diagnosis and Physiotherapy—I (2)

Deals with injuries received in sports, frequency of occurrence, most prevalent injuries, field diagnosis and first aid treatment, subsequent treatment, massage and bandaging.

Prerequisite: Health and Physical Education 118.

226. Physical Examinations and Orthopedics—II (2)

A theoretical and practical course dealing with physical examinations, orthopedic defects, and corrective procedures.

Prerequisite: Health and Physical Education 118.

227. Physiology of Exercise—I (2)

A study of the physiology of muscular exercise; the effects of athletics on body function and tests of physical condition.

Prerequisite: Health and Physical Education 118.

228. Gymnasium Sanitation—I (1)

Deals specifically with methods and practices of gymnasium sanitation. It is designed primarily to familiarize the gymnasium director with modern methods and procedures.

231. Community Recreation—I (3)

A study of the organization and administration of playgrounds and community recreation.

232. Scouting—II (3)

This course is approved by the Training Division of the National Boy Scouts of America as a qualified course for the training of Scoutmasters. It is offered for students who wish to combine scouting with their other teaching duties.

233. Principles of Health Education—II (2)

A comprehensive study of the underlying principles of modern methods in health supervision and medical inspection in elementary and secondary schools.

Prerequisite: Health and Physical Education 116.

240. Seminar in Physical Education—II (1)

It is the purpose of this course to discuss current problems in physical education and to present papers for round table discussion.

Open only to Seniors in Physical Education.

HEALTH AND PHYSICAL EDUCATION (Women)

Students taking Health and Physical Education as a first teaching field take as a minimum the following courses: Health and Physical Education 111, 112, 116, 117, 118, 121, 122, 211, 212, 213, 214, 219, 220, 221, 222. Total: 34 hours.

Students taking Health and Physical Education as a second teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 117, 118, 121, 122, 213, 214, 219, 220. Total: 22 hours.

Students taking Health and Physical Education as a third teaching field take as a minimum the following courses: Health and Physical Education *111, 112, 121, 122, 213, 214, 219, 220. Total: 16 hours.

101. Soccer and Dancing—I (1)

102. Recreational Games, Spring Sports—II (1)

103. Natural Dancing—I (1)

104. Games Methods—II (1)

105. Soccer—I (1)

106. Spring Sports—II (1)

108. Individual Corrective—I (1) or II (1)

110. Adv. Natural Dancing—II (1)

111 and 112. Physical Education Activities—I (2) and II (2)

Deals with following activities and participation in intramural sports: hockey, soccer, basketball, volleyball, baseball, tennis, archery, golf, natural dancing and folk dancing.

116. Advanced Hygiene—II (2)

This course is a study of personal and community health and the application of health principles in the prevention and control of disease.

Prerequisite: Hygiene 105.

117. Anatomy and Physiology—I (3)

Deals with the gross structure of the human body and its physiology.

Prerequisite: Hygiene 105; Health and Physical Education 116.

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*Students taking Health and Physical Education for a second or third teaching field may substitute two years of required Recreational Activities for courses 111 and 112.

McCormick Gymnasium

Athletic Field
(McCormick Gymnasium in Background)

118. Anatomy and Physiology—II (3)

Continuation of 117, stressing body mechanics.

Prerequisite: Health and Physical Education 117.

119 and 120. Physical Education Activities—I (2) and II (2)

Development of advanced technique in the activities of 111 and 112 with practice in assisting instructor. Clog and tap dancing and camp craft are included in this course.

Prerequisite: Health and Physical Education 112.

121. Methods of Teaching Games, Sports and Recreation—I (3)

Deals with the theory and technique of teaching team sports, individual sports, and recreational activities.

Prerequisite: Health and Physical Education 112.

122. Methods of Teaching Games, Sports and Recreation—II (3)

Continuation of 121 with emphasis on planning of recreational programs.

Prerequisite: Health and Physical Education 121.

211. Growth and Development—I (3)

A study of the growth and development of the child, particularly as related to a physical education program.

Prerequisite: Health and Physical Education 118.

212. Principles of Physical Education—II (3)

The relation of physical education to education in general; the guiding principles upon which the program of physical education is based. The student groups set up definite situations for which they build physical education curricula for elementary and secondary schools.

Prerequisite: Health and Physical Education 211.

213 and 214. Games and Skills—I (1) and II (1)

Theory and practice of teaching games and skills for elementary school boys and girls. Observation of training school Physical Education program.

Prerequisite: Health and Physical Education 120 and 122.

219 and 220. Coaching and Officiating—I (2) and II (2)

Deals with teaching, coaching and officiating of sports and recreation in college classes and intramural program.

Prerequisite: Health and Physical Education 120 and 122.

221. Folk and Tap Methods—I (2)

Deals with methods of teaching folk, and tap dancing to different age groups.

Prerequisite: Health and Physical Education 120.

222. Natural Dance Methods and Festival Planning—II (2)

Deals with methods of teaching natural rhythms to different age groups; and to the planning, costuming, etc., of dance festivals.

Prerequisite: Health and Physical Education 120.

225. Physiology of Exercise and Individual Gymnastics—I (3)

Deals with study of physiological implications of muscular movement; physical reactions in relation to every-day activities interpreted in terms of muscular reactions; a study of physical defects, and their examination, correction or prevention.

Prerequisite: Health and Physical Education 118.

226. Orthopedic Therapy—II (3)

Continuation of 225—including a study of different types of therapy and their application through actual clinical practice.

Prerequisite: Health and Physical Education 225.

233. Principles of Health Education—I (3)

A review of health principles relating to the different systems of the body; study of formations of habit and attitudes relating to health; methods of introducing health education into the school curriculum.

Prerequisite: Health and Physical Education 118.

240. Problems in Physical Education—II (3)

A seminar course dealing with administrative problems and professional preparation of teachers.

Prerequisite: Health and Physical Education 212.

HOME ECONOMICS

Students taking Home Economics as a first teaching field take as a minimum the following courses: Home Economics 111, 113, 122, 123, 124, 132, 211, 212, 231, 232, 233, and 234. Total: 32 hours.

Students who wish to qualify under the Smith-Hughes Act take in addition: Home Economics 235, 236, 244, and Art 111, Biology 111, 112, 211, Physical Science 120, 132, 252. Art 111 and Biology 111, 112 are substituted for Earth Science 110, Biology 110 and Physical Science 110 in the core curriculum.

Students taking Home Economics as a second teaching field take as a minimum the following courses: Home Economics 111, 113, 122, 132, 231, 232, 233, and additional courses chosen from the remaining electives in Home Economics to make a total of 22 semester hours.

Students taking Home Economics as a third teaching field take as a minimum the following courses: Home Economics 111, 122, 132, 231, 232, 233, and additional courses chosen from the remaining electives in Home Economics to make a total of 18 semester hours.

FOOD AND NUTRITION

111. Meal Planning—I (3)

This course consists of three units: food preservation, preparation of foods for breakfast, cost and service of luncheons.

113. Meal Planning—I (3)

A study of the marketing situation is made with emphasis on the responsibility of the homemaker as the consumer. Laboratory work consists of preparation of foods suitable for dinners.

Prerequisite: Home Economics 111.

TEXTILES AND CLOTHING

122. Clothing Selection and Construction—II (3)

This course includes a study of the wardrobe and its relations to the needs and means of the wearer.

The fundamentals of pattern line and interpretation are developed through the foundation pattern. Flat pattern designing is given much emphasis. At least two garments are planned and constructed.

Prerequisite: Art Principles 111.

123. Costume Design—I (3)

This course is a study of the essentials of design as applied to dress with emphasis on the analysis of the individual, the costume and the wardrobe. Attention is given to the ability to select, adapt and appreciate good taste in dress for present use and of all periods and people. Creative work is encouraged.

Prerequisite: Home Economics 122.

124. Applied Costume Design—II (3)

This course emphasizes the significance of the completed costume. It also offers opportunity for creative work in designing garments and for the development of skill in constructing them. Some tailoring and study of children's clothing may be included.

Each student develops some particular consumer study in the field of textiles and clothing either individually or in a group.

Prerequisite: Home Economics 123.

THE HOME AND THE FAMILY

132. Home Management—II (3)

Managerial practices in the home are considered including an intensive study of the relative values in operating a home for successful family life; requires laboratory experimentation in selected phases of housekeeping.

211. Nutrition and Dietetics—I (3)

A study is made of the fundamental principles of nutrition and the dietary needs of individuals in health as modified by age, sex, and occupation. Consideration is given to the nutrition of infants and young children. Special dietary problems and methods of diet calculations are studied.

Prerequisite: Home Economics 113, Biology 211.

212. Family Health—II (2)

A study is made of the application of scientific principles of nutrition to abnormal conditions in which diet therapy is recognized as an important factor in the treatment. Corrective dietaries are planned for specific diseases.

Topics included here are the responsibility of the homemaker in conserving the health of the family, importance of preventive medicine, care of illness in the home, simple nursing procedures, and emergencies and occupational therapy. Interrelation of home and community health.

Prerequisite: Home Economics 211.

214. Nutrition—II (3)

This course is designed to round out the health education of Physical Education majors by consideration of the problems of nutrition as they relate to the health and welfare of the individual members of the family.

216. Food Investigations—II (3)

This course includes three units: problems in food investigation, demonstrations including foreign cookery to give students an appreciation of the influence on the American menu of the foods of various nationalities; advanced meal service for special occasions.

Prerequisite: Home Economics 113.

221. Advanced Clothing and Textiles—I (3)

This course includes draping and modeling garments of original designs, with an emphasis on the sensitivity to the possibilities of different effects and finishing techniques. The individual is the basis for all choices.

Prerequisite: Home Economics 124.

231. Family Relationships—I (2)

This course deals with the social significance of the family, its importance in the growth and development of the child, its functions and the various problems which confront it today, the social and economic conditions affecting American family life. A sound philosophy of family life is developed.

232. Child Development—II (2)

This course includes a study of the responsibility of parenthood, the physical, mental, emotional and social development of the young

child, habit formation and satisfactory treatment of common behavior problems. Observation and actual experience in dealing with children is provided in a home environment and in an institutional environment.

Prerequisite: Home Economics 231.

233. Housing the Family—I (2)

This course includes a study of the social economic and sanitary aspects of housing. Much recognition is given to the legislative development of the housing program and its significance.

234. Art in the Home—II (2)

This course emphasizes the significance of art in the home environment and its part in developing a satisfying home. A study of the exterior and interior of the house is stressed with reference to efficiency, beauty, comfort and economy. Phases prompted by the needs and interests of the students are encouraged and followed. Field trips, lectures, discussions, problems.

Prerequisite: Home Economics 233.

235. Economics of the Home—I (2)

A required course for Home Economics Majors intended to further develop consumer judgments and responsibilities in the evaluation of the material environment of the homemaker.

Prerequisite: Home Economics 113, 124.

236. Home Administration—I (3) or II (3)

This course is planned to afford students an opportunity to make practical application of knowledge acquired in previous courses in home economics. Senior students actually live in a residence for a period of at least six weeks and assume all home making responsibilities, including managerial and social problems involved in group living.

Prerequisite: Home Economics 132, 211, 231.

PROFESSIONAL

244. Vocational Home Economics—II (2)

This course includes a study of the growth and development of the home economics movement including Smith-Hughes legislation and the administration of vocational home economics in high schools. The development and management of home projects is emphasized. A home project is required the summer preceding this course.

Prerequisite: All Smith-Hughes required courses.

INDUSTRIAL ARTS

Students taking Industrial Arts as a first teaching field take as a minimum the following courses: Industrial Arts 111, 121, 131, 141, 151, 261, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 32 semester hours.

Students taking Industrial Arts as a second teaching field take as a minimum the following courses: Industrial Arts 111, 121, 131, 261, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 22 semester hours.

Students taking Industrial Arts as a third teaching field take as a minimum the following courses: Industrial Arts 111, 121, 131, 261, and additional courses chosen from the remaining electives in Industrial Arts to make a total of 18 semester hours.

111. General Mechanical Drawing—I (2) or II (2)

A beginning course in drafting wherein a study is made of the history and importance of drafting and the fundamental processes, tools, materials and techniques. Laboratory work gives practice in these processes and techniques.

113. Mechanical Drawing—I (2)

A special drafting course involving the beginning of descriptive geometry and the specialized drafting as used in sheet metal work. Using parallel line, radial and triangulation development.

Prerequisite: Industrial Arts 111.

114. Elementary Machine Drawing—II (2)

A special course in machine drafting involving use of hand books, tabular and formular information. Drafting detail and assembly drawings. A study of machine standards and conventions.

Prerequisite: Industrial Arts 113.

116. Furniture Design and Drafting—II (2)

The fundamental principles of design useful in industrial arts are studied early in the course. The essential design principles used in the various types of period furniture are presented in reports by members of the class. After the foundation of principles and historic illustrations, designs are made by students in the drafting room suitable for use in various types of shopwork.

Prerequisite: Industrial Arts 121, 111.

121. General Woodwork—I (2) or II (2)

A study of the importance of wood-working in past civilizations and its importance in our present social order. The evolution of woodworking processes, tools, and materials. The fundamental tool processes are practiced in the laboratory work.

123. Elementary Woodwork—I (3)

A course in benchworking involving trade practices, advanced joinery, and case construction. Projects are made in the laboratory, practicing the methods studied.

Prerequisite: Industrial Arts 121.

124. Wood and Wood-finishing—II (3)

Related information concerning the characteristics and growth of wood, the reactions of lumber during seasoning, the proper moisture content of lumber, durability, decay, the grading of lumber, and standard lumber sizes form topics for the first part of the course.

The second part of the course is a discussion of the materials and processes used by the wood-finisher.

125. Wood-turning—I (2) or II (2)

A special study of wood-turning dealing with spindle turning, face plate work, and finishing on the lathe.

Prerequisite: Industrial Arts 123.

126. Elementary Pattern-making—II (2)

A study of the place of pattern-making in modern industry, together with a study of the materials and fundamental processes of this industry. The knowledge gained is used in making simple patterns in the shop laboratory.

Prerequisite: Industrial Arts 121.

127. Shop Activities for Grades and Scouting—I (2)

This course offers opportunity for elementary and rural school teachers to obtain experience in the use of hand-craft tools, materials, and operations. Emphasis is placed on student interest projects and their relation to classroom procedure. Students construct interesting projects in line with their curriculum requirements.

The work in Scout-Craft may be chosen by those young men who desire or expect to do some scout work in connection with their teaching. The regulation scout manual is followed and craft work leading to a merit badge is required.

131. General Metalwork—I (2) or II (2)

A study of the processes and materials used in industry. Units are in sheet metal, forging, foundry, lathe, welding, and bench metal.

141. Elementary Electrical Construction—I (2) or II (2)

This course offers work in elementary electricity for unit classes in junior high schools and for exploratory courses in the general shop. A brief study and review of electrical theory is followed by laboratory and shop practice in bell wiring, simple house wiring, and interesting project construction.

151. Elementary Printing—I (2) or II (2)

A general survey course of the graphic arts industries, dealing specifically with printing. Topics considered are: history of printing, printer's English, manufacture and classification of printing papers, type faces, elements of typography, imposition, and simple platen press work.

211. Beginning Architectural Drawing—I (2)

A special drafting course dealing with the technology of building. A study is made of floor plans, elevations and details for the small house. Blue prints are made of the necessary drawings of a house.

Prerequisite: Industrial Arts 111.

212. Machine Drawing and Design—II (2)

Machine design follows machine drawing in close sequence. General mechanism, motion types, cams, gears, and power transmission are studied. A complete small machine is designed making practical application of previous theoretical principles studied. Complete detail and assembly drawings are required. Students taking this course may make these small machines in the following pattern-making and foundry course.

Prerequisite: Industrial Arts 114.

213. Advanced Architectural Drawing—I (2)

A special drafting course dealing with advanced architectural materials. Public building plans and drawings are studied and made.

Prerequisite: Industrial Arts 211.

221. Farm Carpentry and Building Construction—I (2)

Construction of small buildings and general farm woodworking are more important to boys on a farm than is cabinet-making. Small articles needed in the home and farm, the study of the tables found on the steel square, rafter cutting and roofs for small buildings are the projects considered.

Prerequisite: Industrial Arts 121.

222. Advanced Pattern-Making—II (2)

This course follows the procedure used in elementary pattern-making using the more difficult problems of the foundry and pattern shop. Castings of patterns are usually made in a nearby cooperating foundry.

Prerequisite: Industrial Arts 126.

223. Advanced Cabinet and Furniture Design and Construction—I (3)

The use of machinery for woodworking and a factory organization instead of individual work give an additional industrial experience. The projects are articles of cabinet-making for use about the university. Instruction largely through lectures.

Prerequisite: Industrial Arts 121.

225. Maintenance of Shop Machinery and Equipment—I (2) or II (2)

Shop up-keep through sharpening various kinds of saws, grinding of knives for the jointer and surfacer, and repair of tools and machines is the aim of this course. Teachers of woodworking need this training.

Prerequisite: Industrial Arts 223.

231. Advanced Metalwork—I (2)

A study of the sheet metal industry. Elementary hand and machine work. Development of patterns.

Prerequisite: Industrial Arts 131.

232. Auto-Mechanics—II (2)

The purpose of this course in auto-mechanics is to give the student a better understanding of the mechanism of the modern automobiles. The time is evenly divided between actual shop work on live cars, and research work, study and reports on related information and consumer's values. Emphasis is given to proper care and operation of the motor car, safety rules and regulations, and the science involved in its construction.

241. Practical Electricity—I (2)

This is an advanced course and deals with the production, transmission and use of electrical power. Emphasis is placed on the economic use of electricity and its place in the home and industry. Shop and laboratory work consists of repair and maintenance of household appliances, transformer building and testing, motor winding and repair. A brief study is made of the application of artificial light in the home and school. Illumination tests are made by the use of the photoelectric cell or electric eye. This work also includes a study of modern lighting practices and requirements.

Prerequisite: Industrial Arts 141.

242. Auto-Electricity—II (2)

This course is an intensive study of electricity as applied in the automobile. Batteries, generating, starting, and timing systems are checked, tested, reconditioned, and put into service. Equal time is given to classroom discussion and to laboratory shop practice.

Prerequisite: Industrial Arts 232.

251. Printing—I (2)

Tabular and display composition, imposition, advanced platen presswork.

Prerequisite: Printing 151.

252. Printing—II (2)

Machine composition on line slug, composing machine, operation of automatic feeder on platen press, cylinder presswork.

Prerequisite: Printing 251.

253. Advanced Printing—I (3)

Shop administration, record keeping, estimating, buying supplies, etc. Advanced printing problems.

Prerequisite: Printing 252.

254. Advanced Printing—II (3)

The printing of school publications, cylinder press work, and advanced problems in composition and make-up. Some time will be devoted to the making of linoleum cuts for letterpress printing. Other topics considered are: the place of printing in the school, courses of study, planning equipments, projects, etc.

Prerequisite: Advanced Printing 253.

255. Printing Appreciation—I (2)

A study of the many processes of mechanical graphic multiplication.

261. Materials and Methods of Teaching Industrial Arts—I (3)

Out of the experience of teachers of craftwork in the public schools a procedure has been evolved which conforms to the methodology of educators. The objective is to assist in the special methods that are peculiar to industrial arts teaching and assist the student in the problems that confront a special teacher on industrial work during his first weeks of teaching. Emphasis is placed upon such topics as types of shopwork, courses of study, related information, shop accidents, use of text-books, grading and care of supplies.

Prerequisite: Industrial Arts 111, 123.

262. Problems in Industrial-Arts Education—II (3)

A philosophy of industrial arts based on the general philosophy of present-day education is studied in this course. Other topics such as objectives, trends, administration and supervision, the general shop, the unit shop, and other problems of the day will be considered. Special reports will be required.

Prerequisite: Industrial Arts 111, 121, 131 and 261.

264. Preparation of Instructional Materials—II (2)

Three types of instructional materials such as formal class lessons, individual instruction sheets, and helps for the problem-solving method of teaching will be prepared by students taking this course. Tests and printed matter helpful in instruction will be studied.

Prerequisite: Industrial Arts 111, 121, 131 and 261.

MATHEMATICS

Students taking mathematics as a first teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 211, 212, 215, 220, 221, 222, 231, 232. Total: 32 hours.

Students taking mathematics as a second teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 215, 220, 221, 222. Total: 22 hours.

Students taking mathematics as a third teaching field take as a minimum the following courses: Mathematics 111, 112, 115, 116, 221, 222. Total: 18 hours.

Industrial Arts Building
(Housing Capen Auditorium)

Mechanical Arts and Heating Plant

101. Arithmetic (Kindergarten-Primary)—I (2) or II (2)

This course includes a study of the number work of the first four grades, and the best methods of teaching the subject matter. Particular attention is paid to the meaning and development of the fundamental processes dealing with integers, and to the development of the meaning of a fraction. Diagnostic testing and remedial teaching as related to the problem of individual differences receive ample treatment.

102. Arithmetic (Intermediate)—I (3) or II (3)

A rapid survey is made of the number work of the first four grades. Then follows an intensive study of the subject matter of the arithmetic of the fifth and sixth grades, and the best methods of teaching it. Particular attention is paid to the broader meanings of a fraction and the uses of fractions, and to the need and uses of decimals. A study is made of the common measures and how to present them. The meaning, the uses, and the solution of the first basic problems of percentages are discussed.

103. Arithmetic (Upper Grades)—I (3) or II (3)

This course is a study of the mensuration and percentage of the seventh and eighth grades. In the work of mensuration the intuitive geometry is emphasized. Simple truths are discovered by construction and measurement. The rules for finding the areas of surfaces and volumes of solids are developed experimentally, and the results used in the solutions of problems. The three basic problems of percentage are studied. Then follows a consideration of the applications of percentage with special attention to their economic aspects and usages in the business world.

104. Arithmetic (Rural)—I (3) or II (3)

This course is planned to give a professional treatment of the subject matter of the arithmetic of the first six grades with emphasis upon the best modern methods of teaching. A careful study is made of our number system, of the fundamental processes with whole numbers, fractions, and decimals, of the ordinary units of measure, of problems and their solution.

105. Advanced Algebra—I (2)

This course is for students who have had only one year of algebra in high school, and who wish to continue the study of mathematics.

106. Solid Geometry—I (2)

This course is for students who have had only one year of geometry in high school, and wish to continue the study of mathematics.

111. Algebra-Trigonometry—I (3) or II (3)

This course includes a rapid review of the quadratic equation, arithmetical and geometrical progressions, and the binomial theorem. Synthetic division, the factor-remainder theorem, and in introduction to determinants will be considered. The following topics of plane trigonometry

will be studied. The trigonometric functions and their relations, solving the right triangle and the general triangle, trigonometric equations, logarithms and their uses.

Prerequisite: Mathematics 105 and 106.

112. Analytical Geometry—I (3) or II (3)

This course considers the study of the point, line, triangle, and the circle, an introduction to the properties of the parabola, ellipse, and hyperbola, polar coordinates, the general equation of the second degree, and an introduction to complex numbers.

Prerequisite: Mathematics 111.

115. Differential Calculus—I (3) or II (3)

This course deals with the elements of the differential calculus and some of its applications, graphs of functions, theory of limits, maximum and minimum values of functions, and applications selected from many fields of study.

Prerequisite: Mathematics 112.

116. Integral Calculus—I (3) or II (3)

This course deals with the introduction to the integral calculus and its applications, indefinite and definite integrals, area under a curve, lengths of curves, surfaces of revolution, solids of revolution, and an introduction to multiple integration.

Prerequisite: Mathematics 115.

211. College Geometry—I (2)

This course includes a study of the concepts and theorems and constructions with the modern geometry of the circle and the triangle, the quadrilateral and the quadrangle, and other related topics. Emphasis is placed on proving original exercises, construction work, generalizations, and the connections of the subject with the subject matter of high school geometry.

Prerequisite: Mathematics 116.

212. College Geometry—II (2)

This course is a continuation of Mathematics 211, with an introduction to the theory of descriptive geometry and projective geometry. Emphasis is placed on the analytical proofs of the many theorems considered. Many drawing plates are required in order that the student understand the theory involved.

Prerequisite: Mathematics 211.

215. Higher Algebra—I (2)

This course deals with the following topics: theory of equations, determinants, a study of choice and chance, solution of cubic and biquadratic equations, Sylvester's method of elimination, and an introduction to symmetric functions.

Prerequisite: Mathematics 112.

220. History of Mathematics—II (2)

This course includes (1) a chronological survey of the growth of mathematics dealing with the persons who have made outstanding contributions to elementary mathematics and the environment from which they came, and (2) a detailed study of the development of the special subjects of mathematics through the first steps of the calculus, with a brief survey of the mathematics since the invention of the calculus. Throughout the course attention is paid to the relation of the historical aspects of mathematics to the teaching of high school mathematics.

Prerequisite: Mathematics 116.

221. Junior High School Mathematics—I (3)

This course treats of (1) the principles underlying the selection of materials for a junior high school course, (2) a study of the subject matter of intuitive geometry, mensuration, and percentage with attention to methods of presentation, (3) a study of the algebra and trigonometry content with a discussion of problems of teaching, and (4) general consideration of texts, tests, classroom equipment, library lists, etc. Throughout the course attention is paid to cultivating an appreciation of the contribution of mathematics to the progress of civilization.

Prerequisite: Mathematics 116.

222. Senior High School Mathematics—II (3)

This course treats of the objectives to be realized in the teaching of geometry and advanced algebra in the senior high school with a study of materials and methods. It includes a critical study of the topics necessary for a teacher's background: in geometry, postulational thinking, definitions and their uses, the meaning of a proof, indirect proof, duality, continuity, symmetry, and the proving of original exercises; in algebra, the growth of the number system, the solution of equations, graphing, the function idea, and verbal problems.

Prerequisite: Mathematics 116.

231. Advanced Calculus—I (3)

This course includes a study of the following topics: theory of continuity, Rolle's theorem, mean value theorem, indeterminate forms, curvature, radius of curvature, partial differentiation, envelopes, evolutes, infinite series, expansion of functions, geometry of space, multiple integration, and an introduction to elliptic integrals.

Prerequisite: Mathematics 116 and 215.

232. Problems in Applied Mathematics—II (3)

This course includes the solution of problems selected from many fields of study. Its main purpose is to give the student a broad understanding of the power of mathematics in order that his teaching can be made more effective with high school pupils.

Prerequisite: Mathematics 231.

240. Differential Equations—I (3) or II (3)

This course deals with an introduction to the theory and solution of linear differential equations. This course is planned for students who expect to study topics in advanced physics, or for students who expect to continue graduate work in mathematics.

Prerequisite: Mathematics 231.

MUSIC

Students taking Music as a first teaching field take as a minimum the following courses: Music 107, 111, 112, 113, 114, 115, 116, 211, 221, 224, 232, 235, 236. Total: 35 hours.

Students taking Music as a second teaching field take as a minimum the following courses: Music 107, 111, 112, 113, 116, 224, 235, 236. Total: 21 hours.

Students taking Music as a third teaching field take as a minimum the following courses: Music 107, 111, 112, 113, 224, 236. Total: 16 hours.

101. Primary Music—I (2) or II (2)

Rote singing as a basis for the study of tonal and rhythmic elements of music. The study of notation of familiar music ideas. Note reading of simple unison and part songs.

102. Primary Music—I (2) or II (2)

Rote Songs—how to select and present them. The child voice; the monotone. Observation of elements of music in the familiar song. Introduction to notation. Passing from rote songs to reading of simple melodies.

103. Music—I (2) or II (2)

Intermediate and Upper Grades, Junior High, and Rural Schools.

The child voice—its development and care through adolescence; music materials and activities and how to present them; courses of study for intermediate and upper grades, junior high, and rural schools; bibliography of available texts.

107. Music Appreciation—I (1) or II (1)

This course by giving the student opportunity to hear and perform many pieces of good music, purposes to enrich his experience, increase his enjoyment in music, and make him aware of the association of music with literature and pictures.

111. Sight Singing—I (3)

Rote songs as a basis for sight-singing. Observation of the simpler tonal and rhythmic elements found in the rote songs. Eye training in recognition of the rotation representing these elements. Reading of simple melodies in unison, and later in parts. Chromatics of upward tendency. Construction of the major scale and the three principal triads.

112. Advanced Sight Singing—II (3)

Reading of simple melodies in unison and parts. Rote songs containing more advanced tonal and rhythmic elements and chromatics of upward tendency. The minor scales and their principal triads. Modulation. Reading of unison and part songs which involve the above problems.

Prerequisite: Course 111.

113. Conducting (Vocal)—I (3)

Study of the fundamental principles of baton technic; routine of organization of music groups; examination of materials (vocal); program building. Practical work in conducting a choral group.

Prerequisite: Sight Singing 102, 103, 112.

114. Methods of Group Instruction (String)—I (3)

Practical instruction in playing, and methods of teaching the string instruments of the orchestra.

Prerequisite: Conducting 113.

115. History of Music—II (2)

This course follows the development of music from its beginning to and including the present. Emphasis is given to the relation between the changes in music and the large movements of history, and its connection with the life of various peoples.

116. Harmony—II (2)

A study, through ear, eye and keyboard of the major and minor scales in all keys; intervals, triads, and their inversions; simple chord progressions; the dominant seventh and its inversions in the major and minor modes. Written work.

Prerequisite: Course 112.

211. Harmony—I (3)

This is a continuation of Course 116. A study, through the ear, eye and keyboard of the secondary triads and seventh chords; modulation and key transitions. Written work.

Prerequisite: Course 116.

221. Methods of Group Instruction (Woodwind)—I (3)

Practical instruction in playing, and methods of teaching the woodwind instruments of the band and orchestra.

Prerequisite: Conducting 113.

224. Music Education—II (3)

A study of the child voice and the various types of music activities suitable for the lower grades, viz., song-singing, rhythms, listening, and creative expression; materials examined; opportunity for observation in the training school given.

232. Methods of Group Instruction (Brass and Percussion)—II (3)

Practical instruction in playing, and methods of teaching the brass and percussion instruments of the band and orchestra.

Prerequisite: Conducting 113.

235. Music Education—I (3)

A study of the types of music activities suitable for intermediate grades, viz., song-singing, listening, creative expression and note reading; materials examined; opportunity for observation in the training school given.

236. Advanced Conducting (Instrumental)—II (3)

Study of advanced baton technic; score reading; instrumental materials; organization and rehearsal routine; program building. Practical work in conducting instrumental groups.

Prerequisite: Conducting 113.

PHYSICAL SCIENCE

Students taking Physical Science as a first teaching field take as a minimum the following courses: Physical Science 110, 120, 150 and (253, 255) or (256, 258) and (201, 203) or (207, 209) and additional courses chosen from the remaining electives in Physical Science to make a total of 35 semester hours.

Students taking Physical Science as a second teaching field take as a minimum the following courses: Physical Science 110, 120, 150 and (253, 255) or (256, 258) and (201, 203) or (207, 209) and the additional courses chosen from the remaining electives in Physical Science to make a total of 20 semester hours.

Students taking Physical Science as a third teaching field take as a minimum the following courses: Physical Science 110, 120, 150 and (253, 255) or (256, 258) and (201, 203) or (207, 209). Total: 19 hours.

110. Introduction to Physical Science—I (3) or II (3)

This is one of a series of three courses in natural science required of all freshmen. In this one, based upon a study of matter and energy, an attempt is made to give a structural picture of the basic components of the universe. It is a non-laboratory course in which extensive use is made of lecture demonstrations.

120. General Chemistry—I (3) or II (3)

A study of the non-metals and the fundamental principles of chemical science. Two periods of recitations and one double period of laboratory work per week. The course is intended for science majors and others needing systematic training in chemistry.

Prerequisite: Physical Science 110.

150. General Physics—I (3) or II (3)

A course in elementary mechanics of solids, liquids and gases. Two recitations and one double laboratory period per week. The work is intended for science majors and others needing systematic training in physics.

Prerequisite: Physical Science 110.

132. Household Chemistry—II (3)

A study of the chemical problems of the household including fuels, water, cleaners and elementary organic chemistry embracing hydrocarbons, alcohols, fats, carbohydrates and proteins. Two recitations and one double laboratory period per week.

Prerequisite: Physical Science 120.

201. Qualitative Analysis Lectures—I (3)

A continuation of course 120 and embracing a study of the metals and the separations and identification of anions and cations. Three recitations per week.

Prerequisite: Physical Science 120 and 150.

203. Qualitative Analysis Laboratory—I (2)

Laboratory practice on reactions of the metals and their separation and identification to accompany course 201. Qualitative analyses of mixtures of compounds and of alloys are made. Two double laboratory periods per week.

Prerequisite: Physical Science 120 and 150, with 201 preceding or accompanying this course.

204. Quantitative Analysis Lectures—II (2)

This course deals with the fundamental principles of the quantitative estimation of metal and non-metal components of mixtures and compounds. Numerous problems based on chemical reactions are studied. Two recitations per week.

Prerequisite: Physical Science 201 and 203.

206. Quantitative Analysis Laboratory—II (3)

Practice in fundamental processes of gravimetric and volumetric analysis.

Prerequisite: Physical Science 201 and 203, with 204 preceding or accompanying this course.

207. Elementary Organic Chemistry Lectures—I (3)

The first of a series embracing the chemistry of the carbon compounds. Hydrocarbons, alcohols, isomerism, aldehydes, ketones, acids and esters are studied. Three recitations per week.

Prerequisite: Physical Science 120 and 150.

209. Elementary Organic Chemistry Laboratory—I (2)

Laboratory practice on the preparation and reactions of compounds mentioned in preceding course. Two double periods of laboratory work per week.

Prerequisite: Physical Science 120, 150 and course 207 to precede or accompany.

212. Organic Chemistry Lectures—II (3)

A continuation of courses 207 and 209 embracing the study of ethers, amines, amides, amino acids, hydroxy acids and aromatic compounds. Three recitations per week.

Prerequisite: Physical Science 207 and 209.

214. Organic Chemistry Laboratory—II (2)

Laboratory practice on the preparations and reactions of compounds mentioned in course 212. Two double laboratory periods per week.

Prerequisite: Physical Science 207, 209 and with 212 preceding or accompanying.

215. Elementary Physiological Chemistry—I (2)

A study of the fundamental principles of the chemistry and functioning of the animal body embracing study of carbohydrates, and fats. One recitation and one double laboratory period per week.

Prerequisite: Physical Science 132 or 207.

216. Elementary Physiological Chemistry—II (2)

A continuation of course 215 embracing the study of amino acids, proteins, digestion, enzyme action, absorption, blood, lymph and metabolism. One recitation and one double laboratory period per week.

Prerequisite: Physical Science course 215.

221. Physical Chemistry Lectures—I (3)

The first of a series of courses in theoretical chemistry. It deals with the properties of gases, liquids, solids, solutions, elementary thermodynamics and colloids. Three recitations per week.

Prerequisite: Physical Science 204, 206.

223. Physical Chemistry Laboratory—I (2)

Laboratory practice to accompany preceding course. Two double laboratory periods per week.

Prerequisite: Physical Science 204, 206 and course 221 accompanying.

224. Physical Chemistry Lectures—II (3)

A continuation of courses 221 and 223, embracing equilibrium, chemical kinetics, electrical conductance, electrolytic, equilibrium, hydrolysis, polarization, photochemistry, radioactivity, atomic structure and quantum theory. Three recitations per week.

Prerequisite: Physical Science 221, 223.

226. Physical Chemistry Laboratory—II (2)

Laboratory practice to accompany preceding course. Two double laboratory periods per week.

Prerequisite: Physical Science 221, 223 and course 224 accompanying.

228. Materials and Methods in Chemistry—II (2)

The course includes a consideration of the modern scientific viewpoint, the aims of high school chemistry instruction, the principles and methods of teaching science, educational psychology applied to science teaching, the selection and organization of subject matter, examinations and new type tests, selection of texts, equipment and supplies, classroom and laboratory instruction and management, and current problems in chemical education. Extensive use is made of the Journal of Chemical Education.

Prerequisite: Physical Science 120, 150 and two of the following: 201, 204, 207, 212.

252. Household Physics—II (3)

A course in applied physics of the home for Home Economics majors. Heat, electricity, and light receive the major emphasis in the course. Quantitative laboratory work is a valuable part of the course. Two recitations and one double laboratory period per week.

253. Mechanics and Heat Lectures—I (3)

This course continues the study of mechanics begun in 150 and embraces also the study of heat including temperature measurements, coefficients of linear and cubical expansion, specific heat, the relation of heat and work and kindred topics. Three recitations per week.

Prerequisite: Physical Science 150 and Mathematics 111, 112.

255. Mechanics and Heat Laboratory—I (2)

Laboratory practice, quantitative in nature, on topics mentioned in the preceding course. Two double periods per week.

Prerequisite: Physical Science 150 and course 253 preceding or accompanying.

256. Electricity and Light Lectures—II (3)

A study of the theories and laws of magnetism, electricity and light including power transmission by high voltage electricity. It is recommended that course 258 accompany this one. Three recitations per week.

Prerequisite: Physical Science 150 and Mathematics 111, 112.

258. Electricity and Light Laboratory—II (2)

Laboratory practice in the use of electrical and light apparatus based upon the topics mentioned in 256. Two double laboratory periods per week.

Prerequisite: as for 256 with that course preceding or accompanying.

261. Advanced Electricity Lectures—I (3)

Including circuits, electrostatic fields, potential, motors and generators, capacitance, inductance, transmission and distribution of power and thermionic tubes. Three recitations per week.

Prerequisite: Physical Science 256, 258 and Mathematics 111.

263. Advanced Electricity Laboratory—I (2)

Laboratory practice on the topics studied in course 261. Two double laboratory periods per week.

Prerequisite: same as for course 261.

264. Modern Physics—II (3)

Including recent developments in physics with emphasis on atomic structure, conduction of electricity through gases, molecular mass and motion, electron charge, mass radiation, spectra, photoelectric phenomena, and quantum theory. Three recitations per week.

Prerequisite: Eight hours each of physics and chemistry and Mathematics 115.

265. Advanced Mechanics and Thermodynamics Lectures—I (3)

Including trajectory, accelerated motion, angular motion, moment of inertia, simple harmonic motion, radiation, kinetic theory, gas equations, Carnot cycle, entropy, and Kelvin scale of temperature. Three recitations per week.

Prerequisite: Physical Science 253 and Mathematics 115.

267. Advanced Mechanics and Thermodynamics Laboratory—I (2)

Laboratory exercises based on topics listed in course 265. Two double laboratory periods per week.

Prerequisite: as for 265 with that course preceding or accompanying.

272. Wave Motion and Physical Optics Lectures—II (3)

A study of wave motion as applied to sound and light including the following: Doppler's and Huygen's principles, lens study, dispersion, interference, wave lengths, and electromagnetic theory. Three recitations per week.

Prerequisite: Physical Science 253 and Mathematics 115.

274. Wave Motion and Physical Optics Laboratory—II (2)

Laboratory work involving the use of the spectrometer and other apparatus for the study of topics treated in course 272. Two double periods per week.

Prerequisite: as for 272 with that course preceding or accompanying.

275. Materials and Methods in Physics—I (2)

This course endeavors to present the purpose of a beginning course in physics and the proper methods of presenting the subject matter to high-school pupils. Numerous textbooks and current educational litera-

ture pertaining to the subject are used for reference reading. Numerous recently published textbooks are analyzed and evaluated. The purpose and method of conducting laboratory experiments; the selection of experiments and apparatus; and suggestions for properly equipping a physics laboratory are given.

Prerequisite: Physical Science 120, 150 and two of the following: 253, 256, 261, 264.

PSYCHOLOGY AND PHILOSOPHY

111. General Psychology—I (3) or II (3)

An introductory course designed to give a scientific foundation for the interpretation of human behavior. Heredity and environment. Mental development. Nervous structures and functions. Emotional adjustment, normal and abnormal. Theories of learning. The general principles of learning and retention. Conditions of effective work. Development, measurement, and theory of personality. Schools of psychology.

115. Educational Psychology—I (3) or II (3)

The aim of the course is to develop judgment and skill in the application of the principles of psychology to the guidance of mental growth in children and adolescents, primarily through the agencies of the school. While the course is organized from within the field of educational psychology, the point of departure in the case of many of the topics will be observation in the training schools.

Prerequisite: Psychology 111.

211. Vocational Psychology—I (2)

A course designed to put students of Commerce and Industrial Arts in contact with the methods and results of the psychology of merchandising, advertising, salesmanship, and employment. An evaluation of current popular methods of judging personality and a comparison of these with the experimental and objective test methods of psychology. Open to students in other curricula.

Prerequisite: Psychology 115.

212. Social Psychology—II (2)

(1) Nature and methods of work of unorganized social groups: the crowd, the neighborhood, etc. Formation of public opinion. (2) Nature and methods of work of organized groups: associations, corporations, the school, etc. (3) The principles of social behavior as a basis for understanding and predicting behavior.

Prerequisite: Psychology 115.

221. Child Psychology—I (2)

A study of the psychological processes of childhood during the period from infancy to adolescence, with special emphasis on the pre-school,

kindergarten and primary periods. The physical, mental, moral, and social growth and development of childhood will be studied.

Observation lessons, lectures, reports, and class discussions.

Prerequisite: Psychology 115.

222. Psychology of Adolescence—II (2)

A survey of mental development from puberty to maturity, including social, emotional, moral, and intellectual growth as influenced by hereditary and environmental forces. This course and Psychology 221 are complementary, the former approaching the problem of the education of the adolescent from the human, and the latter from the subject-matter aspect; the former emphasizes the interests and ideals of youth, the latter, the means and methods afforded by the school and the community for realizing them.

Prerequisite: Psychology 115.

231. Psychology of the Secondary School Subjects—I (3)

This course is for teachers of junior and senior high schools. The following topics are treated: the psychology of learning and teaching English, foreign languages, social science, physical science, mathematics, and motor skills; the psychology of training in social cooperation, and of aesthetic appreciation. Psychology 213 is recommended as a desirable prerequisite.

Prerequisite: Psychology 115, Education 221.

232. Psychology of the Elementary School—II (3)

A study of mental development in relation to the curriculum. An analysis of the psychological principles concerned in teaching elementary school subjects, with the aim of developing or helping to develop a critical evaluation and an intelligent appreciation of effective teaching methods.

Prerequisite: Psychology 115, Education 208.

234. Mental Hygiene—II (3)

Study of the points of view and methods of clinical psychology with special reference to diagnosis of behavior problems. Clinical demonstrations provided.

Prerequisite: Psychology 115, Education 221 or 208.

235. Research Problems in Educational Psychology—I (3)

After a preliminary study of methods of research in this field, problems related to learning, teaching, or testing will be selected and worked out experimentally either in the laboratory or in the training schools according to the nature of the problem chosen by the student. Class limited to fifteen.

Prerequisite: Education 221 or 208, Psychology 115.

241. Contemporary Psychology—I (2)

A study of contemporary schools and movements of psychology, Dynamic Psychology, Behaviorism, Purposivism, Gestaltism, Freudianism, in their historical setting. Influence of these views on psychology and education.

Prerequisite: Psychology 115.

242. Advanced Tests and Statistics—II (2)

A critical evaluation of measurement, educational diagnosis, and remedial teaching in the student's selected teaching field. A study of test construction including practice in the interpretation and use of statistical methods in education.

Observation lessons, laboratory work, reports, and class discussions.

Prerequisite: Psychology 115, and Education 221 or 208.

251. Introduction to Philosophy—I (3)

A brief treatment of the historical development of philosophy, as well as a brief survey of the more important modern problems, aims, and methods.

Prerequisite: Senior standing.

SOCIAL SCIENCE

Students taking Social Science as a first teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, and additional courses chosen from the remaining electives in Social Science to make a total of 40 semester hours.

Students taking Social Science as a second teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, and additional courses chosen from the remaining electives in Social Science to make a total of 20 semester hours.

Students taking Social Science as a third teaching field take as a minimum the following courses: Social Science 111, 112, 113, 114, and additional courses chosen from the remaining electives in Social Science to make a total of 18 semester hours.

111. Contemporary Civilization—I (3)

This course studies contemporary society and its problems from the viewpoint of integrated social science, the economic changes of the last century and a half, their impact upon society and the governmental attempts at control of the processes.

112. Contemporary Civilization—II (3)

This is a continuation of Course 111. Problems of contemporary life are examined. The approach throughout is designed to show the social, economic, and political relationships of modern life.

113. History of Civilization and Culture—I (3)

The story of primitive man, the ancient cultures of the Middle and Far East, the civilizations of Greece, Rome, and the Middle Ages are studied with constant attention to the evolution of those institutions, arts, and processes whereby man has served his needs and expressed himself.

114. History of Civilization and Culture—II (3)

This course continues the conception set up in the previous course. It emphasizes the transition to the Modern World, the rise of the state system, and attempts to estimate the nature and development of modern civilization; the economic, democratic, and nationalistic tendencies, and the new social needs.

115. History of the United States—I (3)

A survey course covering the colonial and the early national periods to 1850. Emphasis is placed upon the economic development of the colonies, the struggle for Independence, and the social and cultural development of European stock in this country. Attention is devoted to the formation of a National government, territorial expansion, westward movement, and political controversies.

116. History of the United States—II (3)

A continuation of Course 115. Attention is drawn to the sectional conflicts leading to the Civil War, to the agrarian and the industrial revolutions, and to territorial acquisitions abroad. Emphasis is placed upon the contemporary problems of American life.

151. Political Institutions and Practices of Illinois—I (2)

The growing needs of Illinois citizens are considered as the determining factors in the evolution, expansion, and activity of the State's governmental institutions. The purpose of the course is to prepare teachers to interpret Illinois political institutions and practices to junior and senior high school pupils.

161. Social and Economic Organization and Problems—I (3) or II (3)

This course deals with neighborhood and community types; the home, the church, the school, national and local rural organizations, economic adjustments, standards of living, land policies, adult education, leadership, cooperation and community progress. It furnishes a scientific background for active participation in desirable social adaptation.

211. Modern Economic Society—I (3)

This course is a broad survey of some of the chief characteristics of our contemporary economic system, specialization, mechanization, marketing, and corporations. Considerable time is devoted to the study of business instability, the national and international phases of business cycles.

Prerequisite: 12 semester hours of Social Science.

212. Principles of Economics—II (3)

This is a course dealing intensively with economic thought and current economic theory. Special emphasis is laid upon the theory of value and upon the theory of distribution.

Prerequisite: 12 semester hours of Social Science.

213. Money and Banking—I (2)

The first part of the semester is devoted to the present money system of the United States and its development including such topics as inflation, index numbers, and managed currency; the second part of the course is a study of banks and banking from the point of view of society.

Prerequisite: 12 semester hours of Social Science.

214. Labor Problems—II (2)

This is a study of the worker and his problems: unemployment, wages, hours, compensation, the rise of labor unions, collective bargaining, strikes, and various legal and social questions which concern labor.

Prerequisite: 12 semester hours of Social Science.

215. Public Finance—I (2)

A study of governmental expenditures and taxes, surveying rapidly the tax systems of the Federal government, a few European nations, and the various states, with special emphasis on Illinois.

Prerequisite: 12 semester hours of Social Science.

216. American Industrial History—II (3)

The industrialization of America, the problems connected with agriculture, the rise of monopoly, and the trend away from laissez-faire; special emphasis is placed upon the role that government has assumed in ending, regulating and guiding economic activity.

Prerequisite: 12 semester hours of Social Science.

221. Greek History—I (2)

Greek life from its primitive beginnings to the year 30 B. C., with attention to the political, social, economic, artistic, and intellectual developments.

Prerequisite: 12 semester hours of Social Science.

222. Roman History—II (2)

From the beginning of civilization in Italy to 565 A. D. Phases of Roman life and thought are studied with special reference to contributions in government and law.

Prerequisite: 12 semester hours of Social Science.

223. Medieval History—I (2)

Chronologically this course continues from the one in Roman History to 1500. Such subjects as the Church, feudalism, the towns, and the medieval background of modern nationalities are considered.

Prerequisite: 12 semester hours of Social Science.

225. Renaissance and Reformation, Europe 1400-1648—I (2)

This course takes up these two great movements in some detail with emphasis on their continued effects on civilization.

Prerequisite: 12 semester hours of Social Science.

226. Dynastic Rivalries, Europe 1648-1789—II (2)

This course traces the predominance of France in the Age of Louis XIV, the rise of Russia and Prussia, and the great world struggles for colonial possessions.

Prerequisite: 12 semester hours of Social Science.

227. Revolutionary Europe, 1789-1850—I (2)

This course deals with the French Revolution, the Revolution of 1830 and that of 1848. It shows the rise of nationalism and democracy in Western Europe.

Prerequisite: 12 semester hours of Social Science.

228. Nationalism and Imperialism, Europe 1850-1918—II (2)

This course deals with the forces that lead to the World War. Nationalism, militarism, economic imperialism, systems of alliances, the Balkan problem and the great international crises are major topics.

Prerequisite: 12 semester hours of Social Science.

229. Europe since the World War—I (2)

This course begins with the treaties which closed the World War. Some units considered are: Bolshevik Russia, Fascist Italy and Germany, Unrest in Africa and Asia, Agencies for Peace, War debts and reparations, Danger Spots of Today.

Prerequisite: 12 semester hours of Social Science.

231. Colonial Life and Institutions—I (3)

This course takes up the transfer of European ideas, institutions and customs to America, and traces their subsequent development on American soil.

Prerequisite: Social Science 115.

232. History of American Frontier—II (3)

This course traces the westward movement and the influence of the frontier on American life and institutions.

Prerequisite: Social Science 115.

234. Recent American History—II (3)

An intensive study of the history of this country since the Civil War, stressing such topics as: the industrial development; the rise of the Far West; economic and commercial imperialism; social and economic movements of the twentieth century; the World War and the reaction therefrom.

Prerequisite: Social Science 116, or 231, or 232.

240. High School History Methods and Materials—II (2)

The nature of history, its place in the high school curriculum, the aims, methods of study, and various forms of recitation are studied. Some organization of subject matter for teaching purposes, a wide collateral reading in method, and the examination of a variety of materials suitable for use in the secondary school history class necessitate the keeping of a notebook. In addition each student starts a collection of illustrative materials for his prospective teaching.

Prerequisite: 8 semester hours of Social Science.

241. Early English History—I (2)

From the invasions to 1689 the social, enonomic, and intellectual forces are considered while tracing the development of English common law and the nature and importance of the great statutes.

Prerequisite: 12 semester hours of Social Science.

242. Later English History—II (2)

From 1689 to the present. Particular attention is devoted to such subjects as the cabinet system, the industrial revolution, the extension of the franchise, remedial legislation, and imperial development.

Prerequisite: 12 semester hours of Social Science.

243. History of the Far East—I (3)

A study of the peoples and problems of the Orient with reference to their internal development and the part they play in world politics. This course, taught in 1936-37, alternates with History of the Latin American Republics.

Prerequisite: 12 semester hours of Social Science.

245. History of the Latin American Republics—I (3)

A study of Iberian background and the colonial establishments of Spain and Portugal in America, with special emphasis on the national development and the institutions of Mexico, Central and South America. This course, taught in 1935-36, alternates with History of the Far East.

Prerequisite: 12 semester hours of Social Science.

251. American Government—I (3)

This course is designed to meet the needs of teachers of civics and citizenship. The emphasis is placed on the services rendered by government. A critical study is made of the processes employed in giving protection to life, liberty, and property, and to the institutions developed to promote the general welfare. The mastery of our governmental structure is incidental to the study of our political activities.

Prerequisite: 12 semester hours of Social Science.

252. Municipal Problems and Administration—II (3)

This course includes a study of the rapid growth of cities in the United States, with the resulting rapid increase of economic, social, and political problems. The nature of municipal government and its various

forms as distinguished from state and national government is emphasized. The major attention is centered on the study of public safety, public welfare, public works, utilities, finance, and city planning.

Prerequisite: Social Science 251.

253. Political Parties—I (2)

The history of political parties, the development of party machinery, party practices and functions are discussed in this course. The breakdown during recent years of strict party alignments with the changes resulting therefrom receives much attention. This course demands a considerable amount of library time from the student.

Prerequisite: 12 semester hours of Social Science.

254. International Relations—II (2)

This course is a study of the modern "State System," its form, forces, and prospects for the future. The problems of nationalism, internationalism, and imperialism are studied; also the politics of peace, settlement of international disputes, and the growth of international machinery.

Prerequisite: 12 semester hours of Social Science.

261. The Community—I (2)

The course emphasizes the structure, the functioning, and the changes which take place in the community—both rural and urban. Leadership in the community, the organization of the community, and the relation of the community to other institutions are emphasized.

Prerequisite: 12 semester hours of Social Science.

262. The Family—II (2)

The family in its institutional and historical setting is examined, together with the changes which have been exerted on the modern family because of the impact of mechanization and urbanization. Furthermore, a consideration is made of the needs of contemporary citizens with a view to establishing wholesome family life.

Prerequisite: 12 semester hours of Social Science.

263. Social Pathology—I (2)

In this course attention is given to crime and delinquency, to problems of personal maladjustment, to the influences of community disorganization, and to other problems arising from the impact of mechanization.

Prerequisite: 12 semester hours of Social Science.

264. Minority Peoples—II (2)

Attention is given to population and immigration, to race relations and to the problems arising from the fusion of cultures.

Prerequisite: 12 semester hours of Social Science.

265. Surveys and Fieldwork—II (3)

This course is designed for advanced students who have had one or more courses in sociology, preferably 261 or 263, and are interested in making application of this material to actual community situations and social problems. Opportunities will be given for making contacts, under supervision, with the social institutions of the community. As a rule work will extend from September to June. Three semester hours of credit will be granted for the satisfactory completion of the work. Admission by consent of the instructor. Hours for conference to be assigned.

266. Social Theory and Principles—I (3)

This is an intensive course in social theory in which the viewpoints of contemporary and of the earlier social theorists are examined.

Prerequisite: 12 semester hours of Social Science.

SPEECH

Students taking Speech as a first teaching field take as a minimum the following courses: Speech 110, 111, 112, 122, 131, 132, 211, 212, 221, 222, 238 and additional courses chosen from the remaining electives in Speech to make a total of 34 semester hours.

Students taking Speech as a second teaching field take as a minimum the following courses: Speech 110, 111, 112, 131, 132, 221, 222, 238. Total: 22 hours.

Students taking Speech as a third teaching field take as a minimum the following courses: Speech 110, 111, 112, 132 or 221 and additional courses chosen from the remaining electives in Speech to make a total of 16 semester hours.

110. Fundamentals of Speech—I (2) or II (2)

This course undertakes to give the student a bird's eye view of the field of speech education. Bodily expression and platform deportment are considered. Voice production, phonetics, and speech correction are discussed. The nature of superior conversation, of satisfactory story telling, of group discussion, of public speaking, and of debating are carried out. The elements of pleasing oral reading and of good acting are studied. Students spend most of the class time upon activities resulting in better speech habits.

111. Voice and Diction—I (3)

This is a study of the structure and functioning of the vocal organs. The study is carried on in connection with class projects which result in improved voice and diction. Students become acquainted with the literature relating to singing and to the use of the speaking voice. They are expected to spend considerable time outside of the class room, working to form improved habits of voice production.

112. Public Speaking—II (3)

Public speaking and elementary parliamentary law. Speech projects are used which provide training in the selection and organization or materials, in the more skillful use of language, and in the delivery of informative, persuasive and entertaining speeches. Parliamentary drill bearing upon campus problems is frequently conducted.

121. Business and Professional Speech—I (3)

Students are introduced to the standard literature relating to conversation at its best. The various types of conferences are discussed. A thorough-going study of the nature of well-conducted group discussion is made. Superior oral reports, expository addresses, promotional addresses, goodwill speeches, and inspirational addresses are read and analyzed. The nature of radio speaking is considered. Student activities predominate which result not only in the accumulation of knowledge but also in the development of better personalities and of greater skill as speakers.

122. Parliamentary Law—II (3)

Robert's Rules of Order is used as a text. The unit mastery method of teaching is applied in acquiring the knowledge and skills which one needs in serving as presiding officer of a Parent-Teacher Association or other organization. Class discussion and parliamentary drill are interspersed with programs given by the class which consist of story telling, oral interpretation of literature, public speeches, and debates.

131. Dramatic Production—I (3)

A course of theatre backgrounds including a brief outline of the development of theatrical arts with stress on the technical elements of production. Theory and practical problems in the fields of stage costuming; design, construction and painting of scenery; stage lighting; make up; and organization of production crews and committees.

132. Dramatic Production—II (3)

Theatre arts from the standpoint of acting and directing. Studies in pantomime and vocal characterizations. Theory of directing with one-act plays directed, acted, and staged by members of the class. Reading of plays suitable to community and school production.

211. Teaching of Speech—I (2)

The problems encountered by elementary and secondary teachers of speech are considered. Students are expected to familiarize themselves with much of the standard literature relating to the teaching of speech.

Prerequisite: 10 hours of Speech.

212. Speech Correction—II (2)

This consists of a study of speech disorders and their causes. Physical and psychological disorders are analyzed and remedial methods are discussed. A speech clinic is maintained in which students gain actual experience in diagnosis and treatment of speech defects. Students become familiar with the phonetic alphabet.

221. Argumentation—I (3)

The semester is devoted to argumentative and persuasive speaking. Training is given in the use of libraries as it relates to the gathering of material for speeches. Students learn to rely upon reasons and facts rather than upon prejudice, tradition, and intuition in reaching conclusions. Greater skill in testing and interpreting data in the field of social science is developed. Emphasis is placed upon the organization of material in such a way that speeches are clear, logical, pleasing, convincing, and persuasive. The students enrolled do some intercollegiate debating.

222. Advanced Argumentation—II (3)

The members of this class form a debating squad which represents the university in intercollegiate debating. The squad is divided into a women's section and a men's section. The course is devoted to the thorough study of one debate question which is of sufficient scope and importance to be worthy of receiving intensive and prolonged study. Such problems as banking, political parties, farm relief, and social insurance have been debated during the past few years.

225. Advanced Public Speaking—I (2)

This course requires the study of a group of the contemporary speeches, of their preparation, of the circumstances under which they were delivered, and of the biographies of the men and women who gave them. Each member of the class is required to give several speeches of from twenty to forty minutes in length, which can be used elsewhere. Anniversary addresses, speechs upon social problems, upon scientific subjects, upon educational and literary subjects are representative of those most frequently given. Emphasis is placed upon extempore speaking.

Prerequisite: Speech 110 and 112.

226. Psychology of Speech—II (2)

A study is made of the relation between thought and language. Imagery, emotion, thought, memory, attention, suggestion, habits, interests, and desires are considered from the point of view of influencing human behavior through speech. The characteristics of youthful, mature, and still older audiences are analyzed. Speech projects are carried on in which the psychological factors making for effective speaking are given careful attention.

Prerequisite: Speech 110 and 112.

231. Modern Continental Drama—I (2)

The theatre and drama of modern Europe from Ibsen to the present day, in its relationship to social and literary trends. Reading, reports, and discussions of dramas of leading continental authors.

232. Children's Drama—II (3)

Educational theory of dramatics for children; choice of stories and methods of approach to dramatization for all grades from kindergarten

through Junior High School; study of aims and methods of production in a Children's Theatre with participation in the preparation of one play with children.

236. British and American Drama—II (2)

Brief study of early American theatre; tracing of development in 19th century British and American drama; more detailed study of contemporary drama and dramatists of Great Britain and America.

237. Advanced Acting and Directing—I (2)

Advanced study in styles of acting and individual problems. Projects in directing scenes from plays of different types and periods—Greek, Shakespearian, 18th century, melodrama, fantasy, expressionism.

Prerequisite: Speech 131 and 132.

238. Oral Interpretation of Literature—II (2)

The technique of gaining richness of meaning from the printed page and interpreting it to an audience by means of voice and bodily expression. A study of choice and preparation of selections for public presentation.

Prerequisite: Speech 111.

261. Forms of Public Address—I (2)

This is a course on the rhetoric of public speaking. Speeches are written and rewritten in an effort to make them possess as much literary merit as possible. Speech planning, artistic use of words, sentence structure, figures of speech, and prose rhythm are among the problems considered. The nature of a considerable number of types of speeches is given attention. Speeches of introduction, welcome, response, presentation, acceptance, eulogy, dedication, anniversary, after-dinner, and farewell are among those analyzed. Speech making accompanies speech writing.

Prerequisite: Speech 110 and 112.

262. History of Oratory—II (2)

A study is made of the greatest speeches of all time. The best treatises on rhetoric as they relate to public speaking are also read. Speeches on contemporary problems are made by members of the class which embody the principles of effective speaking employed by the ablest speakers of the past.

Prerequisite: Speech 110 and 112.

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